DOCUMENT RESUME

ED 270 914 EC 182 911

AUTHOR Poelvoorde, Rose; And Others
TITLE Law Enforcement and the Disabled.
INSTITUTION Illinois State Office of the Secretary of State, Springfield.; National Conference of Black Lawyers, Inc., New York, N.Y.
REPORT NO 10M-GA-328
PUB DATE Oct 85
NOTE 76p.
AVAILABLE FROM Office of the Secretary of State, Senior Citizens and Human Resources Department, 448 Centennial Building, Springfield, IL 62756 (free).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Curriculum Guides; *Disabilities; Hearing Impairments; *Law Enforcement; *Laws; Mental Retardation; Physical Disabilities; *Police; Simulation; *Training Methods; Visual Impairments

ABSTRACT

The training program examines the relationship between law enforcement personnel and persons with disabilities. The curriculum is organized into four sections dealing with specific concerns of people with hearing impairments, visual impairments, mental retardation, and mobility impairments. Background information is presented for each disability along with emphasis on practical applications through simulated incidents with victims, witnesses, and suspects who are disabled. The manual specifies narratives to be presented by an instructor; statements to be recorded by students are presented on an accompanying study guide. A bibliography and list of audiovisual references are appended. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED270914

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Law Enforcement and the Disabled

JIM EDGAR
SECRETARY OF STATE

PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Jim Edgar

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC182911

STATE OF ILLINOIS

OFFICE OF THE SECRETARY OF STATE

SPRINGFIELD 62756

JIM EDGAR
SECRETARY OF STATE

To Illinois Law Enforcement Personnel:

Members of society, including law enforcement officials, are experiencing a growing awareness of the difficulties encountered by citizens who are disabled and a recognition that all persons have a right to be treated with equal respect and consideration.

As leaders in the community, police officers are in a position to influence the attitude of the public toward persons with disabilities and are in a posture to demonstrate equality under the law for everyone.

"Law Enforcement and the Disabled" was compiled at the request of Secretary of State Jim Edgar's Human Resources Advisory Committee. The package is a comprehensive training program for police officers dealing with the relationship between law enforcement personnel and persons with disabilities.

"Law Enforcement and the Disabled" was co-authored by the Office of the Secretary of State and the Governor's Planning Council on Developmental Disabilities. The Secretary of State's office, the Governor's Planning Council on Developmental Disabilities, as well as the Illinois Local Governmental Law Enforcement Officers Training Board, highly endorse this curriculum. We suggest you examine this package and urge your support of these materials as a training tool for all law enforcement personnel.

Sincerely,

Jim Edgar

Jim Edgar
Secretary of State

Sincerely,

Rose Poelvoorde

Rose Poelvoorde
Chairperson
Governor's Planning
Council on Developmental
Disabilities

Sincerely,

Albert C. Apa

Albert Apa
Executive Director
Illinois Local
Governmental Law
Enforcement Officers
Training Board

TABLE OF CONTENTS

	Page
Abstract	i
Acknowledgements	ii
Introduction	iii
Section I	
Law Enforcement and the Hearing Impaired	1-12
Section II	
Law Enforcement and the Visually Impaired	13-19
Section III	
Law Enforcement and the Mentally Retarded	21-28
Section IV	
Law Enforcement and the Mobility Impaired	29-36
Federal Requirements	37
Audio-Visual References	38
Bibliography	39-40
Resource for Additional Information	41

Printed by Authority of the
State of Illinois
October 1985 -10M - GA-328

ABSTRACT

"Law Enforcement and the Disabled" is a comprehensive training program for police officers dealing with the relationship between law enforcement personnel and persons who are disabled.

The curriculum is divided into four sections with regard to persons who are hearing impaired, visually impaired, mentally retarded and mobility impaired. The goal of the material is to give officers a working knowledge and understanding of each disability, as well as to establish guidelines on how to interact with persons who are disabled in the line of duty.

The background information gives a brief overview of the characteristics and ramifications of each disability. All four sections emphasize the practical application of the information by illustrating incidents involving victims, witnesses and suspects who are disabled.

The format simulates an instructor speaking to a group of students. All sections in Bold Print are narrative, and are to be presented by the instructor. All underlined statements are to be recorded by the students on a corresponding study guide. A Bibliography at the conclusion of the curriculum provides additional reference materials including sources for audio visual materials to supplement the curriculum.

Copyright © 1985, Office of the Secretary of State, State of Illinois. All Rights Reserved.

ACKNOWLEDGEMENTS

We are grateful to many people for their aid and support in developing "Law Enforcement and the Disabled." First, the authors appreciate the support and foresightedness of the Office of the Secretary of State's Human Resources Advisory Committee and W. Ben Polk, director, Senior Citizens and Human Resources Department, in recognizing the need for disability awareness training for law enforcement officials. Second, we are indebted to the reactor panel consisting of Janine M. Toman, Randy Law, Rebecca Gringa, Linda Walker, Tom Jurkanin, Dave Watkins, Robb Miller, Robert Norris, Bernard Brown, Charlie Martin, Richard Webster and many other interested persons in the field. Special thanks to the Curriculum and School Standards Committee of the Illinois Local Governmental Law Enforcement Officers Training Board. And finally, we extend our thanks and appreciation to Mick Haslett for editing this document and to our secretary Mari Ana McAnarney, for her efforts spent on typing "Law Enforcement and the Disabled."

Rose Poelvoorde
Mala Chance
Jonathan R. Broeker
Kerry Flynn

INTRODUCTION

In the United States, there are approximately 36 million persons with disabilities. Estimates show 1,717,200, or 15%, of all Illinois residents are disabled. Disabilities are attributed to a mental or physical impairment, or a combination of these impairments.

Recently, there has been a growing awareness of the discrimination that persons with disabilities face, and a recognition that these people have a right to be treated with equal respect and consideration by all members of society.

Many persons with disabilities lead full productive lives, yet on a daily basis they encounter numerous architectural, communication, and attitudinal barriers. This is largely a result of fear, a lack of knowledge, or a general misconception about disabilities. Nevertheless, people with disabilities are citizens, entitled to full protection, rights and privileges under the law. Consequently, the need for informed and sensitive police officers is self-evident.

Nationally, research has been conducted in the area of law enforcement training. However, efforts to implement formalized training have been sporadic. In Illinois, Secretary of State Jim Edgar's Senior Citizens and Human Resources Department recognized an unmet need regarding police training and the disabled. This department, in cooperation with the Governor's Planning Council on Developmental Disabilities, has developed the following curriculum to meet this need.

Upon completion of this program, law enforcement personnel will have attained a certain level of expectation and knowledge about individuals who are disabled. The officers will then be able to react in a positive manner, enhancing their position as role models in the community.

LAW ENFORCEMENT AND THE HEARING IMPAIRED

A. INTRODUCTION

DEAFNESS IS A COMPLEX AND OFTEN TECHNICAL DISABILITY. THE REACTION OF A DEAF INDIVIDUAL TO YOU AS A POLICE OFFICER, AND TO SOCIETY IN GENERAL, IS BASED ON SUCH FACTORS AS AUDIOLOGICAL CAPACITY, EDUCATIONAL BACKGROUND, AND COMMUNICATION PHILOSOPHY.

HOWEVER, YOU WILL HAVE NO WAY OF KNOWING THESE THINGS IF YOU ARE INVOLVED IN A SPLIT SECOND DECISION, OR EVEN IN YOUR INITIAL CONTACT WITH A DEAF INDIVIDUAL.

SO, WHAT SHOULD YOU DO?

B. DEAF PEOPLE ARE PEOPLE

THE PERSONALITIES OF DEAF PEOPLE ARE AS UNIQUE AS THE MAINSTREAM OF SOCIETY.

1. Deaf people are more like you than they are unlike you

THE COMMON BOND AMONG DEAF PEOPLE IS THEIR HEARING DISABILITY.

2. Deafness is not just a loss of hearing

THE REAL HANDICAP OF DEAFNESS IS BEING CUT OFF FROM THE NORMAL MEANS OF ACQUIRING AND TRANSMITTING LANGUAGE.

3. Communication Loss

THIS AFFECTS A DEAF PERSON'S SOPHISTICATION ABOUT HIS OR HER WORLD, AND RESULTS IN PERSONAL, SOCIAL, EDUCATIONAL AND OCCUPATIONAL OBSTACLES. MOST DEAF PEOPLE HAVE BEEN ABLE TO COPE WITH THIS "COMMUNICATION LOSS" BY USING SUCH AUXILIARY MEANS OF COMMUNICATION AS:

4. Sign Language

5. Lip/Speech Reading

6. Reading

7. Writing

THERE ARE TWO DIMENSIONS OF THE HEARING IMPAIRMENT ITSELF THAT INFLUENCES THE USE OF THESE COMMUNICATION MODES: THE AGE AT WHICH THE PERSON BECAME HEARING IMPAIRED AND THE SEVERITY OF THE IMPAIRMENT.

8. Pre-lingual/early onset deafness

THIS REFERS TO THE SEGMENT OF THE DEAF POPULATION THAT WERE BORN DEAF, OR BECAME DEAF IN EARLY CHILDHOOD. PERSONS WHO FALL INTO THIS CATEGORY USE SIGN LANGUAGE AS THEIR PRIMARY MEANS OF COMMUNICATION.

9. Post-lingual deafness

PERSONS WHO ARE MEMBERS OF THIS GROUP HAVE BECOME HEARING-IMPAIRED LATER IN LIFE, AFTER THEY HAVE MASTERED THE ENGLISH LANGUAGE. THE HEARING IMPAIRMENT MAY HAVE OCCURRED FOR A VARIETY OF REASONS, INCLUDING AGE. MANY OF THE PEOPLE IN THIS GROUP HAVE COMMONLY BEEN KNOWN AS "HARD-OF-HEARING." IT IS IMPOSSIBLE TO GENERALIZE THE TYPE OF COMMUNICATION USED BY THESE PERSONS. MANY WILL NOT KNOW SIGN LANGUAGE, AND MANY WILL HAVE COMPREHENSIBLE SPEECH. JUST BECAUSE YOU CAN UNDERSTAND THEIR VOICES DOES NOT MEAN THEY CAN UNDERSTAND YOURS. ALSO, LIP READING CAN ONLY BE USED WITH A LIMITED DEGREE OF SUCCESS.

REMEMBER, EVERY HEARING-IMPAIRED PERSON COPES WITH HIS OR HER COMMUNICATION LOSS IN A DIFFERENT WAY.

10. Determine the preferred mode of communication immediately

C. CULTURE AND COMMUNICATION

DEAF PEOPLE ARE UNUSUAL AS A DISABILITY GROUP IN THAT AMONG THEMSELVES THEY ARE NOT DISABLED. THIS ENCOURAGES THE FORMATION OF A:

1. Separate deaf community and culture

THE DEAF COMMUNITY IS LIKE ANY OTHER MINORITY GROUP THAT IS HELD TOGETHER BY COMMON EXPERIENCES. DEAF PEOPLE HAVE GONE TO RESIDENTIAL SCHOOLS, OR SPECIAL DEAF PROGRAMS, AND SHARE A CULTURE OF LANGUAGE, JOKES, DRAMA, AND TRADITIONS THAT ARE PASSED DOWN FROM ONE GENERATION TO THE NEXT.

THE FOLLOWING ANECDOTES ARE FROM THE HAZARDS OF DEAFNESS, A BOOK WRITTEN BY DR. ROY HOLCOMB, A DEAF EDUCATOR. THEY MAY HELP YOU TO UNDERSTAND SOME OF THE INTRINSIC BONDS OF THE DEAF COMMUNITY.

> "YOU LIVE IN THE NORTH, YOUR CAR OFTEN "DIES" WHEN YOU ARE OUTSIDE SCRAPING YOUR WINDOWS. WHILE DOING THIS YOU LEARN TO WATCH YOUR RADIO ANTENNA. WHEN IT IS SHAKING, YOU KNOW THAT YOUR CAR IS STILL RUNNING, WHEN IT STOPS SHAKING, YOU KNOW THAT YOUR CAR HAS "DIED". AND SOME PEOPLE THINK THAT THE DEAF GET NOTHING FROM THEIR RADIO."

"YOU FIND IT HARD TO UNDERSTAND HOW NEWSPAPERS CAN MAKE NOISE WHEN TURNING PAGES, AND CLOTHES DO NOT WHEN BEING FOLDED."

"YOU ARE LATE FOR WORK BECAUSE YOU SLEPT WITH YOUR HEAD UNDER THE PILLOW, AND MISSED THE LIGHT FLASHES OF THE ALARM CLOCK."

"IT IS 2:00 AM AND YOU ARE SOUND ASLEEP, THERE ARE PEOPLE POUNDING ON YOUR DOORS AND WALLS TRYING TO LET YOU KNOW YOUR HOUSE IS ON FIRE, YOU WILL PROBABLY BE LUCKY TO AWAKEN AT ALL."

EXPERIENCES LIKE THESE HUMOROUS, AND POTENTIALLY TRAGIC ONES HELP FORM THE STRONG BONDS OF THE DEAF COMMUNITY. ANOTHER SUCH BOND IS THE COMMON LANGUAGE.

2. American Sign Language (ASL, Ameslan)

ASL IS THE "NATIVE" LANGUAGE OF THE PRE-LINGUAL AND EARLY ONSET DEAF. IN FACT, IT IS TIED WITH ITALIAN AS THE SECOND MOST USED MINORITY LANGUAGE IN THE UNITED STATES.

AMERICAN SIGN LANGUAGE HAS ITS OWN GRAMMAR AND VOCABULARY AND IS A COMPLETELY VISUAL LANGUAGE.

3. Not a code for English

BECAUSE ASL HAS ITS OWN SYNTAX, THE WRITTEN ENGLISH OF DEAF PEOPLE OFTEN APPEARS TO BE AWKWARD.

THE FOLLOWING ARE EXAMPLES OF HOW A DEAF DRIVER MIGHT EXPLAIN AN ACCIDENT TO YOU.

"Deer die on walking road. Driving wife tired for lay down. Driving for much rain in darkness. Crash of deer to stop hard fail. Where wife of backseat."

ALTHOUGH YOU PROBABLY HAVE SOME IDEA OF WHAT THE MAN IS TRYING TO SAY, THE DETAILS OF THE ACCIDENT ARE VERY CONFUSING WHEN PRESENTED THIS WAY. YOU WILL JUST HAVE TO WORK PATIENTLY WITH THE PERSON UNTIL YOU UNDERSTAND. REMEMBER, AWKWARD GRAMMAR IS NOT A SIGN OF INTELLIGENCE.

IN THE NEXT PASSAGE, THE GRAMMAR IS ALSO UNCONVENTIONAL, BUT THE MEANING SHOULD BE MORE CLEAR.

"Me drive. Wife sleep backseat. Dark rain hard. Me see deer. Brake. No stop. Finish hit. Deer finished dead."

OBVIOUSLY, THE WRITTEN GRAMMAR OF DEAF PEOPLE VARIES AMONG INDIVIDUALS. BE PATIENT.

4. Ask questions that force a response other than yes or no

DO NOT BE SURPRISED IF THE DEAF PERSON'S GRAMMAR IS BETTER THAN YOUR OWN!

AMERICAN SIGN LANGUAGE IS CONSIDERED TO BE THE PRIMARY LANGUAGE OF THE DEAF COMMUNITY. HOWEVER, IT IS NOT USED EXCLUSIVELY.

5. Fingerspelling

6. Signed English

7. Oralism

THE ABOVE ARE ALSO USED AS MODES OF COMMUNICATION. FINGERSPELLING AND SIGNED ENGLISH ARE OFTEN USED IN CONJUNCTION WITH ASL, WHILE ORALISM INVOLVES A VERY DIFFERENT APPROACH TO COMMUNICATION. IF YOU ENCOUNTER AN "ORAL" INDIVIDUAL, DO NOT BE FOOLED INTO BELIEVING THAT HE OR SHE CAN UNDERSTAND EVERYTHING YOU ARE SAYING. EVEN DEAF INDIVIDUALS WHO ARE TRAINED IN THE ORAL METHOD CAN COMPREHEND ONLY ABOUT 30% OF WHAT IS SAID.

D. "THE SILENT SIREN" (25 minutes)

THE VIDEOTAPE YOU ARE ABOUT TO SEE IS A DRAMATIZATION BASED ON REAL LIFE ENCOUNTERS BETWEEN DEAF CITIZENS AND POLICE OFFICERS. IT WAS PRODUCED BY THE NATIONAL TECHNICAL INSTITUTE FOR THE DEAF (NTID) AND GALLAUDET COLLEGE IN COOPERATION WITH THE ROCHESTER, NEW YORK, POLICE DEPARTMENT. NTID AND GALLAUDET COLLEGE ARE THE TWO PRIMARY INSTITUTIONS OF HIGHER EDUCATION FOR THE DEAF IN THE UNITED STATES.

PLEASE REVIEW SUPPLEMENT 1 AT THE CONCLUSION OF THIS SECTION

E. POLICE SITUATIONS

IN THE "SILENT SIREN" DEAF PEOPLE CAME IN CONTACT WITH POLICE OFFICERS AS A RESULT OF A MOTOR VEHICLE ACCIDENT, AS A SUSPECT IN A CRIME, AND IN A VIOLENT AND SPONTANEOUS SITUATION. IN EACH CASE, THE OFFICERS HANDLED THE PROBLEMS TO THE BEST OF THEIR ABILITIES, GIVEN THEIR LIMITED KNOWLEDGE.

LET US TRY TO PREVENT THE SAME THINGS FROM HAPPENING TO YOU BY GOING OVER THE THINGS TO DO IF YOU ENCOUNTER A DEAF PERSON IN THE LINE OF DUTY.

1. VICTIM OF A CRIME

AS IN ANY SITUATION INVOLVING THE VICTIM OF A CRIME, ONE OF YOUR FIRST PRIORITIES IS TO OBTAIN A DESCRIPTION OF THE SUSPECT. WITH A DEAF VICTIM, IT IS ESSENTIAL TO DECIDE ON THE METHOD OF COMMUNICATION IMMEDIATELY.

a. Lip Reading

LIP READING IS THE LEAST RELIABLE OF THE THREE COMMUNICATION METHODS. ONLY ABOUT 30% OF WHAT IS SAID CAN BE LIP READ.

b. Writing Notes

WRITING IS OFTEN AN EFFECTIVE MEANS OF COMMUNICATION. AS WAS MENTIONED EARLIER, HOWEVER, THE GRAMMER OF DEAF PEOPLE IS OFTEN HARD TO UNDERSTAND. WRITING NOTES WILL REQUIRE PATIENCE ON YOUR PART.

c. Sign Language

SIGN LANGUAGE IS THE PREFERRED METHOD OF COMMUNICATION. SECURE AN INTERPRETER WHENEVER POSSIBLE. THERE MAY BE A FRIEND OR FAMILY MEMBER NEARBY. IF NOT, THE DISPATCHER SHOULD HAVE A LIST OF INTERPRETERS AVAILABLE IN YOUR AREA.

AFTER ANY VIOLENT CRIME, IT IS DIFFICULT TO OBTAIN INFORMATION FROM A WITNESS WHO IS OBVIOUSLY UPSET. HAVING AN INTERPRETER WILL USUALLY EASE THE COMMUNICATION PROCESS THAT IS COMPOUNDED BY THE PERSON BEING DEAF.

2. WITNESS

A DEAF WITNESS TO A CRIME OR AN INCIDENT MAY BE MORE HELPFUL THAN HIS OR HER HEARING COUNTERPART. DEAF PERSONS MAY OBSERVE MORE THAN A HEARING PERSON VIEWING THE SAME EVENT.

a. More dependent on visual cues to understand their environment

REMEMBER, IT IS A LAW THAT DEAF PERSONS BE PROVIDED WITH AN INTERPRETER FOR COURTROOM PROCEEDINGS. (Code for Civil Proceedings CH 110 Paragraph 8-1402)

b. Educate judges and other court personnel about the law

3. MOTOR VEHICLE ACCIDENT

YOU MAY BE CALLED TO THE SCENE OF AN ACCIDENT INVOLVING A DEAF INDIVIDUAL. FOLLOWING ARE A FEW CLUES THAT MIGHT ALERT YOU TO THE FACT THAT THE PERSON HAS A HEARING IMPAIRMENT.

a. Appears alert but fails to respond to any sounds

b. Points to the ears, or to the ear and mouth, perhaps while also shaking the head

c. Speaks in a flat or harsh unintelligible monotone

COMMUNICATING WITH THE DEAF PERSON WILL REQUIRE MORE TIME AND PATIENCE, BUT IT IS ESSENTIAL FOR A FAIR DETERMINATION OF WHAT HAPPENED. DEAF PEOPLE HAVE OBSERVED THAT POLICE TEND, OR SEEM, TO EXCLUDE THEM FROM THE CONVERSATION AT ACCIDENT SCENES.

d. Be sure to listen to both sides of the story

e. Face the deaf person when you speak

IF YOU DO THIS WHEN ADDRESSING BOTH PARTIES, IT SHOULD HELP TO OVERCOME MISPERCEPTION. A DEAF PERSON MAY ALSO BE ABLE TO UNDERSTAND SOME OF THE CONVERSATION IF HE OR SHE IS ABLE TO LIP READ.

f. Write notes

MAKE SURE THAT THE DEAF PERSON IS AWARE OF IMPORTANT PARTS OF THE CONVERSATION, AND INSTRUCT HIM OR HER ON THE REQUIRED FOLLOW UP PROCEDURES.

4. TRAFFIC CHECKS

AS POLICE OFFICERS, YOU MUST, OF COURSE, MAINTAIN YOUR PERSONAL SAFETY WHENEVER YOU STOP AND APPROACH A TRAFFIC VIOLATOR.

a. Keep your eyes on the citizen's hands

SITUATIONS HAVE OCCURRED IN WHICH A DEAF PERSON WAS STOPPED BY A POLICE OFFICER AND THEN SHOT AND KILLED BECAUSE THE DEAF CITIZEN MADE A QUICK MOVE FOR A PEN AND PAD IN HIS OR HER COAT POCKET OR GLOVE COMPARTMENT. SUCH UNFORTUNATE INCIDENTS CAN BE PREVENTED BY MUTUAL AWARENESS WHICH OVERCOMES THE LACK OF COMMUNICATION. DEAF COMMUNITY GROUPS AND POLICE DEPARTMENTS ARE TRYING TO TEACH MEMBERS OF THE DEAF COMMUNITY PROPER CONDUCT WHEN STOPPED BY THE POLICE, I.E., KEEPING THEIR HANDS

ON THE STEERING WHEEL UNTIL IT IS UNDERSTOOD BY THE POLICE OFFICER THAT THE PERSON INVOLVED IS DEAF. NOT EVERY DEAF PERSON IS AWARE OF THE POLICE OFFICER'S POSITION, BUT THE POLICE OFFICER MUST BE AWARE OF THE DEAF PERSON'S.

b. Deafness might affect the sense of balance

IN THE CASE OF A SUSPECTED "DRIVING WHILE INTOXICATED" DO NOT USE THE CURB OR STRAIGHT LINE TESTS TO DETERMINE SOBRIETY. USE ALTERNATIVE STREET TESTS.

5. RIGHTS OF A DEAF SUSPECT

WHEN DEALING WITH A DEAF SUSPECT BE VERY CAREFUL OF UNINTENTIONALLY VIOLATING HIS OR HER CIVIL RIGHTS. CASES DEALING WITH DEAF SUSPECTS HAVE BEEN INCORRECTLY HANDLED IN THE PAST, AND RESULTED IN INADMISSIBLE EVIDENCE.

a. Summon a PROFESSIONAL interpreter immediately

A HEARING-IMPAIRED INDIVIDUAL WHO PREFERS SIGN LANGUAGE HAS A LEGAL RIGHT TO A PROFESSIONAL INTERPRETER.

b. Family members or friends are NEVER acceptable

c. Written MIRANDA may not be sufficient

THE MIRANDA WARNING IS WRITTEN AT AN 8TH GRADE LEVEL, A LEVEL MANY DEAF PEOPLE DO NOT ACHIEVE. AN AVERAGE DEAF PERSON READS AT A 5TH-6TH GRADE LEVEL.

d. Never attempt questioning without an interpreter

e. Use the interpreter for initial and subsequent questioning

REMEMBER YOU, AND NOT THE INTERPRETER, ARE THE ONE TALKING TO THE DEAF PERSON.

ALSO, MANY INTERPRETERS, ALTHOUGH CERTIFIED, CANNOT COMMUNICATE EFFECTIVELY WITH ALL DEAF PEOPLE. TRY AND ASCERTAIN IF THE DEAF PERSON UNDERSTANDS WHAT IS GOING ON.

f. Suspects have the right to make a phone call using a telecommunications device for the deaf (TDD)

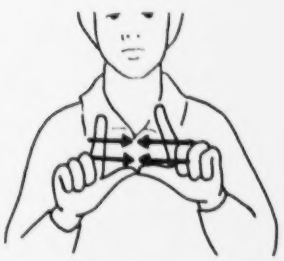
OVER 300 POLICE DEPARTMENTS IN ILLINOIS HAVE TDD'S, INCLUDING EVERY COUNTY SHERIFF'S DEPARTMENT AND STATE POLICE STATION.

PLEASE REFER TO SUPPLEMENT 2 AT THE CONCLUSION OF THIS SECTION.

THERE MAY BE OCCASIONS WHEN A HEARING JUVENILE, WITH DEAF PARENTS, IS ARRESTED. IN THIS TYPE OF SITUATION, AN INTERPRETER FOR THE PARENTS SHOULD BE SECURED. UNLESS ONE OF THE PARENTS IS HEARING AND INTERPRETS TO THE OTHER PARENT, DO NOT HAVE THE RESPONDENT INTERPRET FOR THE PARENTS. THE RESPONDENT IS CLEARLY NOT IMPARTIAL TO THE SITUATION.

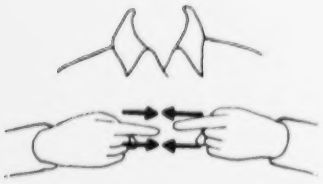
SUPPLEMENT #1

Sign Language



Drivers License

Help

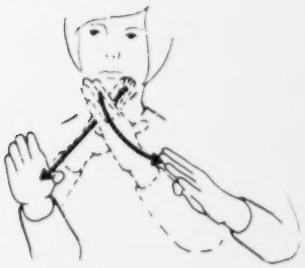


Hurt
"Are you in pain?"

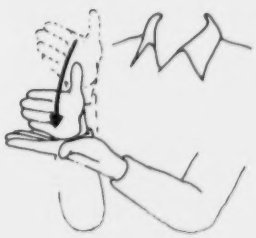
Interpreter

Name
"What is your name?"

Police



Quiet



Stop

Ticket

Thank you

Telephone

Write

The American Manual Alphabet

SUPPLEMENT #2 TELECOMMUNICATIONS DEVICE FOR THE DEAF - TDD

A TDD (SOMETIMES CALLED A TTY) IS A TYPEWRITER-LIKE DEVICE THAT ALLOWS HEARING IMPAIRED INDIVIDUALS ACCESS TO THE TELEPHONE SYSTEM.

THERE ARE OVER 300 ILLINOIS POLICE DEPARTMENTS WHO HAVE TDDS. THIS INCLUDES EVERY COUNTY SHERIFF'S OFFICE AND EVERY STATE POLICE STATION.

FOR THE MOST PART, THE MACHINES ARE LOCATED IN THE DISPATCH AREA AND ARE CONNECTED TO THE REGULAR EMERGENCY PHONE NUMBER. THE TDD IS PROBABLY ONE OF THE TWO MODELS SHOWN BELOW.

PORTA PRINTER II

PORTA PRINTER PLUS

THE MOST DIFFICULT ASPECT OF USING A TDD IS IDENTIFYING THE INCOMING CALL. SOMETIMES THE DEAF INDIVIDUAL WILL SIGNAL BY PUSHING THE SPACE BAR, CREATING A LOUD BEEPING SOUND. MOST OFTEN, HOWEVER, THE CALL WILL SOUND AS IF A HAND IS OVER THE PHONE. THE NATURAL REACTION IS TO HANG UP, AS IF IT WERE A CRANK CALL. ANSWER THE TDD INSTEAD.

THE TDD OPERATING PROCEDURES ARE SIMPLE, IF YOU REMEMBER THE FOLLOWING GUIDELINES:

SALUTATION:

"ST. ELMO POLICE GA" OR JUST "POLICE GA" WHATEVER IS EASIEST TO TYPE, AS LONG AS THE DEPARTMENT IS CLEARLY IDENTIFIED. BE SURE TO CONCLUDE WITH "GA" SO THAT THE CALLER KNOWS TO "GO AHEAD."

CONTENT:

TREAT THE TDD CALL AS YOU WOULD ANY OTHER CALL. DO NOT WORRY ABOUT MINOR TYPOS, DEAF PEOPLE ARE USED TO THEM. IF YOU REALLY MAKE A MISTAKE, JUST TYPE A FEW XX'S AND START AGAIN. IF YOU HAVE TROUBLE UNDERSTANDING WHAT THE PERSON WANTS, KEEP ASKING QUESTIONS UNTIL YOU DO.

CLOSING:

WHEN ENDING A CONVERSATION, MAKE SURE THAT THE DEAF PERSON HAS SAID EVERYTHING HE OR SHE WANTED TO SAY. THAT IS, DO NOT JUST TYPE "SK" (STOP-KILL) AND THEN HANG UP. IT IS CUSTOMARY TO TYPE SOMETHING LIKE, "GA OR SK." "SKSK" INDICATES THAT THE CALLER HAS NOTHING MORE TO SAY AND WILL HANG UP FOLLOWING YOUR "SKSK." ALSO, PUNCTUATION IS NOT ESSENTIAL.

COMMON TDD ABBREVIATIONS:

GA	GO AHEAD
SK	STOP KILL
Q	QUESTION ?
PLS	PLEASE
HLD	HOLD
U	YOU

LAW ENFORCEMENT AND THE VISUALLY IMPAIRED

A. INTRODUCTION

BLIND PEOPLE ARE PERHAPS THE MOST PATRONIZED MEMBERS OF SOCIETY. THIS COMES MOSTLY FROM THE HISTORICAL MISCONCEPTION OF THE BLIND AS INFERIOR AND HELPLESS, AN ATTITUDE WHICH HAS ACTED AS A BARRIER IN UNDERSTANDING THE NATURE OF BLINDNESS AND WHAT A BLIND PERSON CAN ACCOMPLISH.

AS A POLICE OFFICER, IT IS YOUR RESPONSIBILITY TO TREAT ALL CITIZENS WITH EQUAL CONSIDERATION UNDER THE LAW. THIS IS THE SINGLE MOST IMPORTANT THING TO REMEMBER WHEN YOU ENCOUNTER A PERSON WHO IS VISUALLY IMPAIRED.

B. CHARACTERISTICS OF THE VISUALLY IMPAIRED

THERE IS NO SUCH THING AS A STEREOTYPICAL BLIND PERSON.

1. Not all are totally blind

IN FACT, 80% HAVE SOME REMAINING VISION. THE DEGREE TO WHICH THIS VISION MAY AFFECT MOBILITY DEPENDS ON THE PERSON.

FOR EXAMPLE, PERSONS WHO ARE VISUALLY IMPAIRED WITH TUNNEL VISION MAY BE ABLE TO SEE WELL ENOUGH TO IDENTIFY YOU AS A POLICE OFFICER WHEN YOU APPROACH THEM, BUT MAY STILL NEED YOUR ASSISTANCE IN SPOTTING ON-COMING CARS BEFORE CROSSING THE STREET.

2. Ask to determine the extent of a person's visual impairment

MANY MYTHS PREVAIL ABOUT THE VISUALLY IMPAIRED. THEY ARE NOT ALL MUSICAL AND THEY DO NOT HAVE A MYSTERIOUS "SIXTH SENSE".

3. No compensation factor takes over when a person loses sight

NATURALLY, THE USE OF OTHER SENSES BECOMES INTENSIFIED, BUT THIS IS A RESULT OF A BLIND PERSON'S NEED TO ADAPT TO THE ENVIRONMENT, NOT BECAUSE OF SOME BIOLOGIC "SUPER-HEARING" OR "SUPER-SMELL".

UNLIKE MOST DISABILITIES, AGE IS A SIGNIFICANT CONTRIBUTING FACTOR TO THE INCIDENCE OF BLINDNESS.

4. 60% of the blind are over 65

5. 30% are between the age of 18 and 64

6. 10% are under age 18

MANY OF YOUR DEALINGS WITH THE VISUALLY IMPAIRED WILL INVOLVE SENIOR CITIZENS. WHEN DEALING WITH AN OLDER BLIND PERSON, REMEMBER THAT A PERSON WHO HAS BECOME VISUALLY IMPAIRED LATE IN LIFE MAY NOT BE TRAINED TO DEAL WITH HIS OR HER HANDICAP.

C. THE REAL HANDICAPS OF BLINDNESS

THERE ARE MANY MISCONCEPTIONS ABOUT BLINDNESS. ONE IS THAT PEOPLE SEE BLINDNESS AS A HANDICAP OF VISION. IT IS NOT THAT SIMPLE. IN FACT, THE REAL HANDICAPS OF BLINDNESS ARE:

1. Mobility

2. Negative public attitude toward the blind

MOBILITY IS A DAILY ISSUE IN THE LIVES OF THE BLIND. MOBILITY AFFECTS SELF-CONCEPT, SELF-CONFIDENCE, PERSONAL AND SOCIAL RELATIONSHIPS, AND EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES.

3. Independence and confidence are direct results of mobility

THERE ARE TWO PRIMARY WAYS FOR A BLIND PERSON TO ACHIEVE INDEPENDENT MOBILITY: THE GUIDE DOG AND THE LONG, OR "WHITE", CANE.

4. Guide dog

A VISUALLY IMPAIRED PERSON USING A GUIDE DOG IS ALWAYS TOTALLY BLIND. A GUIDE DOG IS TRAINED TO RESPOND TO THE COMMANDS OF THE MASTER, AND TO EXERCISE "INTELLIGENT DISOBEDIENCE", I.E., TO REFUSE A COMMAND THAT COULD BRING HARM TO THE MASTER. FOR EXAMPLE, A GUIDE DOG MAY REFUSE TO CROSS THE STREET IF THERE IS AN ON COMING CAR. GUIDE DOGS ARE USED BY APPROXIMATELY 1% OF THE VISUALLY IMPAIRED POPULATION.

5. Long cane

THE LONG CANE IS THE MORE COMMONLY USED MOBILITY TOOL. ORIENTATION AND MOBILITY TRAINING ARE REQUIRED IN ORDER TO ACQUAINT THE PERSON WHO IS VISUALLY IMPAIRED WITH THE CAPABILITIES OF THE LONG CANE.

THE FOLLOWING EXCERPT FROM "HOW DOES A BLIND PERSON GET AROUND" IS AN EXAMPLE OF WHAT A BLIND PERSON IS LIKELY TO ENCOUNTER WHILE WALKING DOWN THE STREET. PAY PARTICULAR ATTENTION TO THE DETAILS THE PERSON MUST BE AWARE OF IN THE ENVIRONMENT. THIS WILL BE ESPECIALLY RELEVANT IN OUR LATER DISCUSSION REGARDING VISUALLY IMPAIRED WITNESSES.

"On the sidewalk a blind person may use the sounds of parallel traffic to judge his distance from the street. As he walks he can determine whether he is on an asphalt or concrete sidewalk by the type and texture of the sounds made by his shoes and cane and the pressure on the soles of his feet. He hears the sounds of traffic and the direction in which it is moving, the noises of machinery, the sounds of people walking in and out of shops. Landmarks may be the smell of hamburger from the restaurant's exhaust fan or the stench from the uncovered garbage cans that stand uncollected. The sun's radiation helps him orient himself in terms of direction. The abrupt absence of the sun's heat may indicate a marquee or a canopy overhead. A drop in temperature to the side may indicate an alley between buildings.

As he approaches a corner he hears perpendicular as well as parallel traffic and, by sensing a change in sound and wind, notes that he has passed the end of a row of buildings and is close to the corner. Sometimes he hears the nearby voices of other people waiting to cross the street, but he avoids taking his cues from the sounds of pedestrians because they might be jaywalking, which for him could be extremely dangerous. Instead, he stops, squares off, and listens for the parallel traffic to start and the perpendicular traffic to stop. When this happens, he steps down (looking straight ahead in order not to convey the impression that he can see and is watching the traffic) and crosses the street. At the other side he feels and hears his cane touch the curb, where he steps up and out of the street as soon as possible."

YOU MAY ALSO WANT TO BE AWARE OF WHAT IS KNOWN AS THE:

6. "White Cane Law"

THIS LAW, FIRST ADOPTED IN 1930, GIVES THE RIGHT OF WAY AT AN INTERSECTION TO A BLIND PERSON CARRYING A WHITE CANE.

IN ADDITION TO THEIR MOBILITY PROBLEMS, BLIND PEOPLE ARE OFTEN CONFRONTED WITH A CONDESCENDING ATTITUDE BY THE GENERAL PUBLIC. UNFORTUNATELY, THE OLD JOKE ABOUT RAISING YOUR VOICE WHEN TALKING WITH A BLIND PERSON IS AN ALL TOO COMMON OCCURRENCE.

7. Blind people can hear and understand what is being said as well as a sighted person

SIMILARLY, VISUALLY IMPAIRED INDIVIDUALS DO NOT NEED "INTERPRETERS" TO PARTICIPATE IN A CONVERSATION.

8. Talk to the blind person, not a third party

THERE ARE NO "TABOO" FIGURES OF SPEECH.

9. "Look, see, and read" are part of a blind person's vocabulary

THE DEGREE OF SUCCESS WITH WHICH YOU ARE ABLE TO COMMUNICATE WITH THE VISUALLY IMPAIRED WILL DEPEND ON YOUR ATTITUDE.

D. POLICE SITUATIONS

IN ILLINOIS, THERE ARE APPROXIMATELY 60,000 SEVERELY VISUALLY IMPAIRED PERSONS. THAT IS, ONE PERSON OUT OF EVERY 200 HAS A SEVERE VISION IMPAIRMENT. CONSEQUENTLY, THE CHANCE OF YOUR ENCOUNTERING A BLIND INDIVIDUAL WHILE ON THE JOB IS SIGNIFICANT.

1. GENERAL PUBLIC CONTACTS

AS A POLICE OFFICER, YOU ARE MOST LIKELY TO ENCOUNTER BLIND PEOPLE WHEN THEY APPEAR TO BE LOST OR WHEN THEY NEED ASSISTANCE AT A STREET CORNER.

IF YOU MEET A BLIND PERSON WHILE ON PATROL, HE OR SHE MAY WELCOME SOME ASSISTANCE.

a. Identify yourself immediately

SAY SOMETHING LIKE, "I AM A POLICE OFFICER, MAY I BE OF ASSISTANCE?" THIS APPROACH PUTS THE BLIND PERSON ON AN EQUAL BASIS WITH YOU AT ONCE, AVOIDS EMBARRASSMENT, AND ESTABLISHES A SUITABLE RELATIONSHIP.

IDENTIFYING YOURSELF IS IMPORTANT. CONTRARY TO POPULAR BELIEF, BLIND PEOPLE DO NOT ALWAYS RECOGNIZE YOUR VOICE.

WHEN ASSISTING A VISUALLY IMPAIRED PEDESTRIAN, ALWAYS:

b. Have the person take your arm

HE OR SHE FOLLOWS THE MOVEMENT OF YOUR BODY. WHEN YOU COME TO A CURB, OR A SET OF STEPS, HE OR SHE FEELS YOU RISE OR DESCEND AND MOVES EASILY BESIDE YOU. OF COURSE, IT IS AN EXTRA HELP TO SAY SOMETHING LIKE, "HERE IS THE CURB" ETC.

c. Never push the person ahead of you

WHEN HE OR SHE TAKES YOUR ARM WALKING BECOMES A PLEASURE INSTEAD OF A BURDEN.

d. Ask sighted people in the patrol area to keep sidewalks clear

THIS ADDITIONAL COURTESY WILL ENABLE VISUALLY IMPAIRED PERSONS IN THE NEIGHBORHOOD TO WALK WITHOUT THE FEAR OF TRIPPING OVER OBJECTS.

IF YOU ARE DOING TRAFFIC DUTY IN THE MIDDLE OF AN INTERSECTION, YOUR FIRST THOUGHT MAY BE TO WAVE A BLIND PERSON THROUGH WITH A HAND SIGNAL. REALIZE THAT HE OR SHE DOES NOT SEE YOU.

e. Use verbal direction and identify yourself as a police officer

2. VICTIM OF A CRIME

IF YOU ARE INVOLVED IN A CASE DEALING WITH A BLIND VICTIM, REMEMBER THAT THE VICTIM IS AS CAPABLE OF DESCRIBING THE SUSPECT AS ANY OTHER VICTIM WOULD BE.

a. Not seeing DOES create special fears

YOU WILL HAVE TO BE AWARE OF THIS WHEN YOU AID THE VICTIM, AND WHEN YOU SECURE A DESCRIPTION OF THE SUSPECT.

OBVIOUSLY, BLIND PERSONS ARE AT A DISADVANTAGE DURING PERSONAL ATTACKS BECAUSE THEY CANNOT SEE THEIR ATTACKERS TO ANTICIPATE WHERE THEY ARE GOING TO BE HIT, AND DEFEND OR PROTECT THEMSELVES ACCORDINGLY. SIMILARLY, THEY CANNOT SEE IF THEY ARE GOING TO NEED DEFENSE OR PROTECTION AFTER THE ORIGINAL ATTACK. IF YOU NOTICE THESE FEARS IN YOUR VICTIM:

b. Reassure the person that your presence will guarantee safety

c. Make follow up phone calls for a week or two

IF EXTREME FEAR PERSISTS, COUNSELING SHOULD BE RECOMMENDED.

ALSO, A BLIND PERSON MAY EXPERIENCE A DISORIENTATION TO THE ENVIRONMENT AFTER THE CRIME.

d. Knowledge of the surroundings will put a blind person at ease

THE BEST THING THAT YOU CAN DO FOR BLIND VICTIMS IS TO MAKE THEM FEEL SAFE AND COMFORTABLE IN THE ENVIRONMENT. THIS WILL NOT ONLY HELP TO EASE THE VICTIM'S TRAUMA, BUT WILL HELP YOUR INVESTIGATION AS WELL.

3. WITNESS

SIGHT IS AN IMPORTANT MEANS OF IDENTIFYING PEOPLE, THE ENVIRONMENT, AND OBJECTS. STILL, VISUALLY IMPAIRED PERSONS CAN COMPENSATE FOR NOT SEEING. THEY CAN RELY ON HEARING, TOUCH, AND OTHER SENSES TO RELATE TO THEIR SURROUNDINGS.

AS WAS MENTIONED EARLIER, MANY MYTHS PREVAIL ABOUT THE EXTRASENSORY ABILITIES OF BLIND PERSONS. HOWEVER, IT IS TRUE THAT THEY USE THEIR SENSES MORE SELECTIVELY.

BLIND PEOPLE ARE LIKELY TO REMEMBER VOICES THAT THEY HAVE HEARD BEFORE. IF A VOICE IS ESPECIALLY OUTSTANDING, IT WILL LEAVE AN AUDITORY IMPRINT. VOICES AND SOUNDS CAN BE ANALYZED AND USED FOR THE FOLLOWING PURPOSES:

a. Identification

b. Direction

c. Distance

d. Size and structure

e. Localization (using sound reflection and echo location)

A BLIND INDIVIDUAL IS LIKELY TO FORM A DESCRIPTION OF SOMEONE BASED ON TOUCH. REMEMBER THAT CERTAIN THINGS THAT SIGHTED PEOPLE IDENTIFY BY SEEING CAN ALSO BE IDENTIFIED BY TEXTURE, SUCH AS:

f. Facial hair

g. Complexion type

h. Hair length

i. Clothing (open necked, cotton shirt, etc.)

j. Height and weight

RECALL THE EXAMPLE WE READ EARLIER. THERE WERE DETAILS INVOLVED THAT PROBABLY WOULD NEVER HAVE OCCURRED TO YOU OR MOST OTHER SIGHTED PEOPLE. GET THE MAXIMUM BENEFIT FROM A BLIND WITNESS BY UTILIZING THE FOUR REMAINING SENSES. IT COULD BE THE DIFFERENCE IN YOUR CASE.

IF IT BECOMES NECESSARY FOR THE BLIND INDIVIDUAL TO TESTIFY IN COURT, IT MAY BE UP TO YOU TO EDUCATE ATTORNEYS AND JUDGES ABOUT THE CREDIBILITY OF BLIND WITNESSES.

ALSO, REMEMBER THAT BLIND PERSONS CANNOT READ OR FILL OUT POLICE FORMS AND OTHER PRINTED DOCUMENTS. THEY WILL NEED YOUR ASSISTANCE IN READING THESE MATERIALS.

MANY BLIND PEOPLE READ THROUGH A SYSTEM OF RAISED DOTS KNOWN AS BRAILLE. THE BRAILLE SYSTEM IS AS EFFECTIVE FOR THE BLIND AS PRINTED WORDS ARE FOR THE SIGHTED. HERE IS AN EXAMPLE OF WHAT BRAILLE LOOKS LIKE:

P O L I C E

OF COURSE, REAL BRAILLE WOULD BE RAISED ABOVE THE PAGE.

YOU SHOULD NOTIFY COURT PERSONNEL THAT NOTICES TO APPEAR IN COURT AND RELATED DOCUMENTS SHOULD BE PRINTED IN BRAILLE, IF POSSIBLE, OR COMMUNICATED BY PHONE. ALTHOUGH MOST BLIND PERSONS ARRANGE TO HAVE MAIL READ TO THEM, DOCUMENTS IN BRAILLE OR A PHONE CALL ARE AN ADDITIONAL COURTESY.

LAW ENFORCEMENT AND PERSONS WHO ARE MENTALLY RETARDED

A. TRIVIA QUIZ: A MENTAL RETARDATION SIMULATION

MANY OF US AT SOME POINT IN OUR LIFETIMES EXPERIENCE A TEMPORARY IMPAIRMENT WHICH ALLOWS US TO IDENTIFY WITH PERSONS WHO MAY BE DEAF, BLIND OR MOBILITY IMPAIRED. FOR EXAMPLE, HAVING TO SPEND TIME ON CRUTCHES DUE TO AN ANKLE INJURY OR BEING MOMENTARILY DEAF FROM A LOUD EXPLOSION.

THIS TRIVA QUIZ IS DESIGNED TO ASSIST YOU IN REALIZING THAT ALL PERSONS' LEARNING, LANGUAGE AND COMPREHENSION SKILLS VARY.

THE QUIZ CONSISTS OF FIVE QUESTIONS EACH, AND SHOULD BE GIVEN WITH A ONE MINUTE TIME LIMIT. ONE QUIZ HAS QUESTIONS THAT ARE SO EASY THAT THEY CAN BE ANSWERED ALMOST BY REFLEX. THE OTHER SET OF QUESTIONS, ALTHOUGH WORDED SIMILARLY, IS MUCH MORE DIFFICULT, AND WILL BE IMPOSSIBLE TO ANSWER WITHIN THE GIVEN TIME.

ADMINISTER THE QUIZ BEFORE THE SESSION BEGINS. IT WORKS BEST IF THE STUDENTS BELIEVE THAT THE QUIZ IS UNRELATED TO THE CLASS. SEE THAT EVERY THIRD PERSON GETS THE "HARD" QUIZ.

AFTER ABOUT ONE MINUTE, THE STUDENTS WITH THE HARD QUIZ WILL FEEL THE FRUSTRATION ENCOUNTERED BY PERSONS WHO ARE MENTALLY RETARDED. THEY WILL UNDERSTAND THE FRUSTRATION OF SEEING OTHERS SUCCEED WITH EASE, WHILE THEY STRUGGLE TO KEEP UP. ASK SEVERAL OF THE STUDENTS HOW THEY FELT.

TRIVIA QUIZ

1. What colors appear on the flag of the United States?

2. What year did Christopher Columbus discover America?

3. How many original states were there?

4. What former President of the United States is on the one dollar bill?

5. Who was President during the Watergate Scandal?

TRIVIA QUIZ

1. What colors are in the flag of Sri Lanka?

2. What year did Ferdinand Magellan discover the Straits of Magellan?

3. How many Confederate states were there?

4. What former President of the United States is on the one thousand dollar bill?

5. Who was President during the "Teapot Dome Scandal"?

B. INTRODUCTION TO MENTAL RETARDATION

THREE PERCENT OF THE POPULATION IS MENTALLY RETARDED. IN ILLINOIS, 340,000 PERSONS HAVE THIS DISABILITY. MENTAL RETARDATION REFERS TO BELOW AVERAGE INTELLECTUAL FUNCTIONING. IN OTHER WORDS, PERSONS WHO ARE MENTALLY RETARDED HAVE A LESSENED ABILITY TO LEARN.

INSTITUTIONALIZATION IS NO LONGER THE PRIMARY MEANS OF CARE FOR PERSONS WHO ARE MENTALLY RETARDED. IMPROVED EDUCATION AND INCREASED PUBLIC ACCEPTANCE NOW ALLOW PERSONS WHO ARE MENTALLY RETARDED TO STAY IN THE COMMUNITY. MANY LIVE WITH THEIR FAMILIES, AND SOME LIVE IN SPECIAL GROUP AND FOSTER HOMES. A SIGNIFICANT NUMBER OF THESE INDIVIDUALS WORK IN COMPETITIVE JOBS, AND MOST LEAD FULL PRODUCTIVE LIVES. STILL, SOME HAVE DIFFERING NEEDS REQUIRING SPECIALIZED PROGRAMS AND SOME LEVEL OF SUPERVISION.

IT IS PROBABLE THAT YOU WILL ENCOUNTER A PERSON WHO IS MENTALLY RETARDED SOMETIME DURING YOUR CAREER AS A LAW ENFORCEMENT OFFICER. CONSEQUENTLY, IF YOU KNOW HOW TO RECOGNIZE AND HANDLE THESE INDIVIDUALS, YOU WILL AVOID THE POSSIBILITY OF UNNECESSARY POLICE ACTION.

C. LEVELS OF RETARDATION

THREE GENERAL LEVELS OF MENTAL RETARDATION HAVE BEEN ESTABLISHED. THEY ARE MILD, MODERATE, AND SEVERE/PROFOUND. THESE LEVELS REFLECT THE DEGREE OF DIFFICULTY A PERSON HAS IN LEARNING. AS MANY AS 90% OF THE PERSONS WHO ARE RETARDED HAVE COMPARATIVELY MINOR DIFFICULTIES WITH LEARNING AND SOCIAL FUNCTIONING, AND ARE IN THE MILD OR MODERATE RANGE. REMEMBER, PERSONS WITH MENTAL RETARDATION ARE NOT MENTALLY ILL.

1. MILDLY RETARDED PERSONS:

   a. Have a slower ability to learn

   b. Have an awareness of being different and may be angry about this

MANY OF THESE PERSONS LIVE AND WORK IN THE COMMUNITY.

2. MODERATELY RETARDED PERSONS:

   a. Have an impaired ability to learn

   b. Have poor judgment and can be subject to exploitation by others

THESE PERSONS USUALLY LIVE WITH FAMILY MEMBERS AND REQUIRE SOME SUPERVISION. THEY MAY ATTEND SCHOOL OR BE EMPLOYED.

3. SEVERELY/PROFOUNDLY RETARDED PERSONS:

a. Have a substantially impaired ability to learn

b. Have very poor judgement and can be subject to exploitation by others

c. Have a desire to watch or play with persons functioning at their mental levels, probably younger children

THIS CAN FRIGHTEN NEIGHBORS, USUALLY WITHOUT CAUSE.

THESE PERSONS WOULD LIKELY REQUIRE SUPERVISION AT HOME OR IN EMPLOYMENT. WHEN YOU ENCOUNTER A PERSON WHO IS SEVERELY OR PROFOUNDLY RETARDED, YOU SHOULD OFFER AND PROVIDE SOME LEVEL OF PROTECTIVE ASSISTANCE. THE PERSON HAS PROBABLY BECOME SEPARATED FROM A FAMILY MEMBER OR STAFF.

D. POLICE SITUATIONS

1. VICTIM OF A CRIME

PERSONS WHO ARE MENTALLY RETARDED OFTEN MAKE IDEAL VICTIMS BECAUSE THEY EXHIBIT POOR JUDGEMENT, AND ARE EASILY TAKEN ADVANTAGE OF.

a. Poor judgement lends itself to being open to suggestion

A PERSON WHO IS MENTALLY RETARDED MAY BE LURED INTO A BACK ALLEY AND THEN ROBBED AND BEATEN SIMPLY BECAUSE HE OR SHE WAS UNABLE TO RECOGNIZE THE DANGER OF THE SITUATION.

SIMILARLY, A PERSON WHO IS MENTALLY RETARDED MAY BE UNKNOWINGLY INVOLVED IN A CRIME. FOR EXAMPLE, THERE HAVE BEEN CASES OF INDIVIDUALS WHO ARE RETARDED TRANSPORTING DRUGS, THINKING AT THE TIME THEY WERE DOING A FAVOR FOR A FRIEND.

IT IS LIKELY THAT THE PERSON,

b. Will not know that he or she has been victimized

IT MAY BE UP TO YOU TO EXPLAIN WHAT HAS HAPPENED, AND WHY, IN ADDITION TO SECURING THE RELEVANT INFORMATION FOR YOUR CASE.

2. WITNESS

PERSONS WHO ARE MENTALLY RETARDED CAN SERVE AS EFFECTIVE WITNESSES. HOWEVER, EXTRA PATIENCE MAY BE REQUIRED.

WHEN QUESTIONED, A PERSON WITH MENTAL RETARDATION MAY RESPOND IN A WAY HE OR SHE THINKS YOU WOULD WANT, INSTEAD OF COMMUNICATING THE FACTUAL INFORMATION. WHEN QUESTIONING A PERSON WHO IS RETARDED IT IS WISE TO:

a. Alternate questions so that they require both a yes and no answer to the same question

THIS TYPE OF QUESTIONING WILL HELP YOU IN DETERMINING THE FACTS OF THE CASE AND THEREFORE ESTABLISH THE CREDIBILITY OF THE PERSON'S STATEMENT. THIS WILL BE CRUCIAL IF HE OR SHE IS LATER CALLED TO TESTIFY.

ALSO, IT IS IMPORTANT TO REMEMBER THAT A PERSON WHO IS RETARDED MAY,

b. Have a short attention span

c. Have problems in abstract thinking

KEEP IDEAS AND QUESTIONS SIMPLE AND AVOID COLLOQUIALISMS, THEY MAY CONFUSE THE INDIVIDUAL. FOR EXAMPLE, IF YOU SAY, "THAT'S THE WAY THE COOKIE CRUMBLES," DO NOT BE SURPRISED IF HE OR SHE ASKS, "WHERE'S THE COOKIE?"

IN GENERAL, PATIENCE AND UNDERSTANDING WILL RESULT IN AN EFFECTIVE WITNESS.

3. OFFENDER

ALTHOUGH ESTIMATES OF THE NUMBER OF MENTALLY RETARDED ADULT OFFENDERS VARY, THERE ARE PROPORTIONATELY MORE PERSONS WHO ARE MENTALLY RETARDED IN PRISONS AND JAILS THAN IN THE GENERAL POPULATION. FOR EXAMPLE, A 1976 H.V. WOOD STUDY IDENTIFIED ONLY 3% OF MISSOURI'S GENERAL POPULATION AS RETARDED, WHILE APPROXIMATELY 10% OF THE CORRECTIONAL INSTITUTIONS' POPULATION AND 7% OF THE PROBATIONERS AND PAROLEES WERE IDENTIFIED AS RETARDED.

IF YOU ENCOUNTER A SUSPECT WHO IS MENTALLY RETARDED YOU SHOULD EXPLORE EVERY POSSIBILITY OF:

a. Keeping the individual out of the criminal justice system

IT HAS BEEN FOUND THAT MANY DELINQUENT ACTS ARE DUE TO THEIR LEVEL OF SOCIAL AND BEHAVIORAL INSIGHT. MOREOVER, THE SUSPECT MAY NOT ALWAYS UNDERSTAND HIS OR HER CIVIL RIGHTS. IN THE H.V. WOOD STUDY, 95% OF THE INMATES WHO ARE MENTALLY RETARDED EITHER CONFESSED OR PLEADED GUILTY TO THEIR OFFENSES. THIS WAS DUE TO THEIR IMPAIRED ABILITY TO REASON AND UNDERSTAND CONSEQUENCES OF ACTIONS.

b. Misunderstanding has been the cause of numerous arrests and bookings

GIVING A PERSON WHO IS MENTALLY RETARDED A CRIMINAL RECORD IS NOT NECESSARILY THE BEST WAY TO TEACH HIM OR HER SOCIAL RESPONSIBILITY.

4. GENERAL POLICE CONTACTS

IN ALL SITUATIONS IT IS EXTREMELY IMPORTANT TO PROCEED IN THE FOLLOWING MANNER WHEN YOU ENCOUNTER A PERSON WHO IS MENTALLY RETARDED:

a. Make them feel safe and comfortable in the environment

b. Assure the person that you are a friend and try to calm the person

c. Use average speech and a non-threatening attitude that will yield responses to your questions

IT WILL PROBABLY BE NECESSARY TO GO SLOW TO BE SURE THE PERSON UNDERSTANDS YOUR QUESTIONS AND HIS OR HER RIGHTS.

d. Use patience

THIS WILL GREATLY REDUCE THE ANXIETY OF A PERSON WHO IS MENTALLY RETARDED SO THAT THEY MAY ANSWER YOUR QUESTIONS WITH LESS CONFUSION.

REMEMBER, POLICE OFFICERS DO NOT USUALLY HAVE PROBLEMS IN THEIR CONTACT WITH PERSONS WHO ARE MENTALLY RETARDED. PERSONS WHO ARE RETARDED MAY HAVE DIFFICULTIES IN THE COMMUNITY AND THE POLICE WILL BE REQUIRED TO INTERVENE AS HELPERS RATHER THAN APPREHENDERS.

IF YOU SHOULD NEED ASSISTANCE, CONTACT ONE OF THE FOLLOWING:

LOCAL ASSOCIATION FOR RETARDED CITIZENS

GUIDANCE CENTER

VOCATIONAL REHABILITATION OFFICE

MENTAL HEALTH/RETARDATION CENTER

HEALTH DEPARTMENT

SPECIAL EDUCATION DEPARTMENT OF SCHOOL SYSTEM

LAW ENFORCEMENT AND PERSONS WHO HAVE MOBILITY IMPAIRMENTS

A. INTRODUCTION

MOBILITY IMPAIRMENTS OCCUR IN APPROXIMATELY 6% OF THE POPULATION, AND ARE GENERALLY THE RESULT OF CONGENITAL DEFECTS, ACCIDENTS, DISEASES, OR COMBAT. A MOBILITY IMPAIRMENT COULD HAPPEN AT ANY TIME, AND POSSIBLY TO SOMEONE IN THIS ROOM.

PERSONS WHO HAVE MOBILITY IMPAIRMENTS ARE LIKE EVERYONE ELSE EXCEPT THAT THEY REQUIRE ASSISTIVE DEVICES. HOWEVER, THEY STILL FACE TWO KINDS OF BARRIERS IN SOCIETY: ARCHITECTURAL AND ATTITUDINAL.

ARCHITECTURAL BARRIERS INCLUDE STAIRWAYS, DOORS THAT ARE TOO NARROW FOR WHEELCHAIRS, CURBS ON SIDEWALKS, AND PARKING LOTS WITHOUT DESIGNATED HANDICAPPED SPACES.

ATTITUDINAL BARRIERS ARE USUALLY MORE SUBTLE, BUT ARE EASILY RECOGNIZED BY PERSONS WITH MOBILITY IMPAIRMENTS. REACTIONS OF DISGUST, PITY, OR DISCOMFORT ARE OFTEN EXPRESSED VERBALLY AND NON-VERBALLY BY ABLE-BODIED PERSONS.

BE CAREFUL OF EXPRESSING THOSE AVOIDANCE REACTIONS WHEN YOU DEAL WITH A PERSON WHO HAS A MOBILITY IMPAIRMENT. REMEMBER, YOUR JOB IS TO TREAT EVERYONE EQUALLY UNDER THE LAW.

B. CONDITIONS RELATING TO MOBILITY IMPAIRMENTS

MOBILITY IMPAIRMENTS USUALLY RESULT FROM CONGENITAL DEFECTS, ACCIDENTS, OR DISEASES. THERE ARE NUMEROUS CONDITIONS WHICH MAY RESULT IN MOBILITY IMPAIRMENTS.

1. Spinal Cord Injuries

SPINAL CORD INJURIES ARE A RESULT OF BIRTH DEFECTS, DISEASES, ACCIDENTS, OR COMBAT. A SPINAL CORD INJURY MAY RESULT IN PARALYSIS TO THE LEGS, TRUNK, ARMS, AND NECK, DEPENDING ON WHERE THE CORD WAS SEVERED OR DAMAGED.

2. Cerebral Palsy

CEREBRAL PALSY MAY BE CAUSED BY A BIRTH DEFECT OR A HEAD INJURY THAT LEADS TO DAMAGE OF THE BRAIN AND CENTRAL NERVOUS SYSTEM. THIS CONDITION AFFECTS CONTROL OF ARMS AND/OR LEGS AND MAY ALSO RESULT IN SOME LEVEL OF IMPAIRMENT IN VISION AND SPEECH.

SOME EFFECTS OF CEREBRAL PALSY ARE:

a. Problems with balance and mobility

b. Problems with speech, hearing, and sight

c. Problems controlling movements

d. Problems with drooling and facial tics

IT IS IMPORTANT THEREFORE TO BE CAREFUL NOT TO MISTAKE A PERSON WITH CEREBRAL PALSY AS INTOXICATED OR AS A SUBSTANCE ABUSER.

3. Muscular Dystrophy and Polio

MUSCULAR DYSTROPHY AND POLIO ARE TWO OF THE MOST COMMON DISEASES ASSOCIATED WITH MOBILITY IMPAIRMENTS. MUSCULAR DYSTROPHY IS A TERM USED FOR A GROUP OF PROGRESSIVE DISEASES AFFECTING THE MUSCLES OF THE LEGS AND ARMS. THESE DISEASES ARE BELIEVED TO BE MOSTLY INHERITED. POLIO, ON THE OTHER HAND, IS AN INFECTIOUS DISEASE THAT AFFECTS THE SPINAL CORD.

OTHER DISEASES THAT MIGHT CAUSE A MOBILITY IMPAIRMENT INCLUDE MULTIPLE SCLEROSIS AND DIABETES.

MOBILITY IMPAIRMENTS ARE ALSO CAUSED BY STROKE, ARTHRITIS, AMPUTATION, AND SEVERE KIDNEY DISORDERS.

4. Epilepsy

EPILEPSY DOES NOT COMFORTABLY FIT INTO THE CATEGORY OF MOBILITY IMPAIRMENTS. HOWEVER, IT IS NECESSARY TO DISCUSS THIS DISABILITY. EPILEPSY IS A CONDITION GENERALLY APPLIED TO A NUMBER OF DISORDERS OF THE CENTRAL NERVOUS SYSTEM. WHILE EPILEPSY CANNOT BE CURED, SEIZURES CAN BE CONTROLLED ABOUT 80% OF THE TIME. PERSONS WITH EPILEPSY TAKE MEDICATION TO CONTROL THEIR SEIZURES AND SHOULD NOT BE SEPARATED FROM THEIR MEDICATION. YOU MAY ENCOUNTER A SITUATION WHERE A PERSON WITH EPILEPSY HAS LOST HIS OR HER MEDICATION, OR HAS HAD IT STOLEN. THE MEDICATION INCLUDES SOME BARBITUATES, MAKING IT A LIKELY TARGET FOR THEFT. IN THESE INSTANCES, YOU SHOULD ASSIST THE PERSON IN CONTACTING THEIR PHYSICIAN OR PHARMACY IMMEDIATELY.

THE THREE TYPES OF SEIZURES RANGE IN SEVERITY:

a. Petit Mal

b. Grand Mal

c. Psychomotor

SOME COMMON SYMPTOMS OF EPILEPSY ARE:

d. Short periods of rapid blinking

e. Unusual movements of the head

f. Jerky movements of the arms

g. Convulsions

h. Unconsciousness

i. Staring into space with erratic motor behavior but not losing consciousness

j. A combination of these symptoms

IF YOU DISCOVER A PERSON HAVING A SEIZURE, TRY TO FIND SOME FORM OF MEDICAL IDENTIFICATION.

THIS COULD INCLUDE A NECKLACE, BRACELET, OR WALLET CARD.

WHEN A PERSON IS HAVING A SEIZURE, IT IS IMPORTANT TO REMEMBER THAT YOU CANNOT STOP THE SEIZURE. FOLLOW THESE BASIC RULES:

k. Do not restrain the person

l. Clear away hard sharp objects

m. Loosen tight clothing, neckties, belts

n. Gently turn head to permit saliva to escape

o. Do not force anything between teeth

p. Put pillow or folded coat under head

AFTER A SEVERE SEIZURE, THE PERSON WILL PROBABLY FALL INTO A DEEP SLEEP.

IN THE VAST MAJORITY OF SEIZURES, MEDICAL TREATMENT WILL NOT BE REQUIRED. HOWEVER, IF THE SEIZURES DO NOT CEASE WITHIN TEN TO FIFTEEN MINUTES, MEDICAL ASSISTANCE SHOULD BE SOUGHT.

BECAUSE SEIZURES RESULT IN SOME DEGREE OF TEMPORARY AMNESIA, PERSONS WITH EPILEPSY MAY HAVE DIFFICULTY IN REMEMBERING DETAILS, OR A SEQUENCE OF EVENTS, WHEN ASSISTING YOU AS A VICTIM OR WITNESS.

5. MULTIPLE IMPAIRMENTS

SOME PERSONS THAT YOU WILL ENCOUNTER MAY HAVE MORE THAN ONE MOBILITY IMPAIRMENT, OR MAY HAVE A MOBILITY IMPAIRMENT AND BE MENTALLY RETARDED. ALTHOUGH MULTIPLE IMPAIRMENTS MAY EXIST, MENTAL RETARDATION SHOULD NOT BE ASSUMED. EXAMPLES OF POSSIBLE MULTIPLE DISABILITIES ARE:

a. Deaf and blind

b. Cerebral palsy and mental retardation

c. Spinal cord injury and mental dysfunction from head trauma

d. Mentally retarded and visually impaired

e. Mentally retarded, hearing impaired and epilepsy

THERE ARE ALSO MANY OTHER POSSIBLE COMBINATIONS OF MULTIPLE IMPAIRMENTS. LOOK FOR INDICATIONS OF BOTH PHYSICAL AND MENTAL IMPAIRMENTS. REMEMBER THAT THE DEGREE OF PHYSICAL AND/OR MENTAL IMPAIRMENTS WILL VARY WITH EACH INDIVIDUAL.

C. IMPLICATIONS OF MOBILITY IMPAIRMENTS

THINK OF ALL THE WAYS YOU USE YOUR HANDS, FEET, ARMS, LEGS, AND NECK. PERSONS WHO ARE MOBILITY IMPAIRED EXPERIENCE FUNCTIONAL LIMITATIONS AFFECTING ONE OR MORE OF THEIR LIMBS. THEY MAY HAVE DIFFICULTY OPENING DOORS, MANIPULATING OBJECTS, AND GETTING FROM ONE PLACE TO ANOTHER WITHOUT THE USE OF CERTAIN EQUIPMENT AND DEVICES DESIGNED TO ASSIST THOSE MOVEMENTS.

COMMON ASSISTIVE DEVICES ARE:

1. Wheelchairs

2. Crutches

3. Braces

4. Canes

MANY PERSONS PREFER WHEELCHAIRS FOR MOBILITY. THIS IS NOT BECAUSE THEY ARE COMPLETELY PARALYZED AND CANNOT WALK, BUT BECAUSE WHEELCHAIRS OFTEN PROVIDE THE EASIEST AND QUICKEST MOBILITY.

BE AWARE OF THE IMPORTANCE OF THESE DEVICES. THEY ARE AS CRITICAL TO A PERSON WITH A MOBILITY IMPAIRMENT AS YOUR LEGS AND ARMS ARE TO YOU.

D. POLICE SITUATIONS

"YOUR ATTENTION IS CAUGHT BY SOMEONE WHO IS JERKY AT THE WHEEL OF A CAR. BUT ON SECOND GLANCE, YOU OBSERVE THAT THE PERSON IS NOT SPEEDING, AND HAS GOOD CONTROL OF THE CAR."

"ON THE SIDEWALK A PERSON HAS AN UNSTEADY GAIT AND CANNOT WALK A STRAIGHT LINE BUT THERE IS NO ODOR OF ALCOHOL ON THE BREATH AND HE IS NOT DELIBERATELY INTERFERRING WITH OTHER PEOPLE."

IN SITUATIONS WHERE THERE IS NO IMMEDIATE DANGER, STOP TO CONSIDER THE POSSIBILITY THAT PERHAPS THE PERSON'S UNUSUAL BEHAVIOR IS ACTUALLY CAUSED BY A HANDICAP. YOU MAY BE ABLE TO AVOID INTERVENING UNNECESSARILY.

IN SITUATIONS WHEN YOU ENCOUNTER A PERSON WHO IS DISABLED, IT IS IMPORTANT TO REMEMBER THE FOLLOWING FACTORS:

1. Speak directly to the person in a normal tone of voice and normal speech

2. Convey an attitude of acceptance and understanding

3. Show respect for the person

4. Use positive non-verbal messages through such means as posture, eye contact and tone of voice

THE FOLLOWING ARE SOME SUGGESTIONS OF WHAT TO DO IF YOU ENCOUNTER A PERSON WITH A MOBILITY IMPAIRMENT IN A COMMON POLICE SITUATION.

1. VICTIM OF A CRIME

IN GENERAL, THE PROCEDURE FOR DEALING WITH A VICTIM WHO HAS A MOBILITY IMPAIRMENT WILL NOT DIFFER FROM ANY OTHER VICTIM SITUATION. HOWEVER, THERE ARE ADDITIONAL FACTORS YOU SHOULD CONSIDER.

MOST PERSONS WHO ARE MOBILITY IMPAIRED HAVE ACCEPTED AND ADAPTED TO THEIR DISABILITY. HOWEVER,

a. A physical assault may make them feel particularly helpless

FURTHERMORE, SINCE MOBILITY IMPAIRMENTS ARE VISIBLE HANDICAPS, THOSE WHO HAVE BEEN PHYSICALLY ASSAULTED MAY,

b. Blame their impairment for the vulnerability it has caused

CONSEQUENTLY, THEY MAY BECOME UNCOOPERATIVE, AND RESIST QUESTIONING.

2. WITNESS

ALTHOUGH THERE ARE SOME DISORDERS THAT IMPAIR OTHER FUNCTIONS IN ADDITION TO MOBILITY, PERSONS IN THIS DISABILITY GROUP ARE GENERALLY OF NORMAL INTELLIGENCE. A MOBILITY IMPAIRMENT USUALLY DOES NOT AFFECT THE ABILITY TO THINK, NOR DOES IT AFFECT THE SENSORY ABILITIES.

ONE OF YOUR PRIMARY CONCERNS IN ANY CASE INVOLVING A WITNESS WHO HAS A MOBILITY IMPAIRMENT WILL BE ACCESSIBILITY.

IF IT IS NECESSARY FOR THE WITNESS TO COME TO THE POLICE STATION OR TO TESTIFY AT THE COURTHOUSE, TRY TO DETERMINE IF THE BUILDING IS ACCESSIBLE TO THE HANDICAPPED. FEDERAL LAW MANDATES THAT ALL PUBLIC PROGRAMS AND BUILDINGS RECEIVING FEDERAL FUNDS BE ACCESSIBLE. THERE ARE MANY POLICE STATIONS AND COURTHOUSES HOWEVER, THAT DO NOT MEET THESE REQUIREMENTS.

YOU SHOULD BE ALERT TO THE FOLLOWING:

a. Handicapped parking spaces

b. Doorways that are wide enough for a wheelchair

c. Ramps where stairs are present

d. Bathrooms that have wide stalls, wall handles, etc.

IF THE BUILDING IS NOT ACCESSIBLE, WORK WITH THE PERSON TO DETERMINE WHAT STEPS SHOULD BE TAKEN.

ALSO, YOU MAY ENCOUNTER A WITNESS WITH CEREBRAL PALSY WHO HAS DIFFICULTY SPEAKING AND BEING UNDERSTOOD. THIS LIMITED SPEECH ABILITY CAN BE BETTER UNDERSTOOD BY:

e. Bringing in a family member or teacher who is familiar with the person's speech

f. Use of written communication depending on the degree of involvement

3. MOTOR VEHICLE ACCIDENT/TRAFFIC CHECK

IN ADDITION TO ACQUIRING MOBILITY WITH ASSISTIVE DEVICES SUCH AS WHEELCHAIRS, PERSONS WITH MOBILITY IMPAIRMENTS ARE INCREASINGLY USING AUTOMOBILES TO ATTAIN INDEPENDENCE.

IN MOST CASES, AUTOMOBILES OR VANS ARE SPECIALLY EQUIPPED WITH A SERIES OF HAND CONTROLLED DEVICES THAT PERMIT THE INDIVIDUAL TO DRIVE. THE EQUIPMENT ITSELF MAY VARY, DEPENDING ON THE NATURE AND EXTENT OF THE DISABILITY.

HAND CONTROLLED VEHICLES CAN OFTEN BE IDENTIFIED BY THEIR HANDICAPPED LICENSE PLATES. IN ILLINOIS, HANDICAPPED PLATES ARE IMPRINTED WITH THE INTERNATIONAL SYMBOL OF ACCESS, THE WHEELCHAIR SYMBOL.

HANDICAP SYMBOL

IF YOU ARE CALLED TO THE SCENE OF A MOTOR VEHICLE ACCIDENT, THE HANDICAPPED LICENSE PLATE SHOULD IMMEDIATELY ALERT YOU TO THE POSSIBILITY THAT A PERSON MAY BE:

a. Unable to get out of the car under his or her own power

EVEN IF THE CAR DOES NOT HAVE HANDICAPPED PLATES, A HANDICAPPED PARKING CARD OR THE PRESENCE OF ASSISTIVE DEVICES IN THE AUTOMOBILE SHOULD ALERT YOU TO THE PROBLEM.

SIMILARLY, IF A PERSON WITH A MOBILITY IMPAIRMENT IS STOPPED FOR A TRAFFIC VIOLATION, IT MAY BE DIFFICULT FOR THAT PERSON TO GET OUT OF HIS OR HER CAR AND INTO THE SQUAD CAR FOR THE WRITE UP.

IF A PERSON WITH A MOBILITY IMPAIRMENT IS VIOLATING TRAFFIC LAWS, OR IS AT FAULT IN AN ACCIDENT:

b. Do not let pity or sympathy interfere with your job

HOWEVER, DO NOT FORGET THAT THE INDIVIDUAL MAY HAVE SOME SPECIAL NEEDS.

4. OFFENDER

YOU MAY BE INVOLVED IN A SITUATION DEALING WITH AN ALLEGED OFFENDER WHO HAS A MOBILITY IMPAIRMENT. ALTHOUGH IT IS UNLIKELY THAT YOU WILL HAVE TO CHASE A WHEELCHAIR-BOUND ROBBER FROM THE SCENE OF AN ARMED ROBBERY, IT IS POSSIBLE THAT A PERSON WHO IS DISABLED COULD BE INVOLVED IN A WHITE COLLAR OR NARCOTIC RELATED CRIME.

THE MAJOR PROBLEM IN DEALING WITH A MOBILITY IMPAIRED OFFENDER WILL BE WHAT TO DO WITH THE ASSISTIVE DEVICES.

TAKING AWAY ASSISTIVE DEVICES CAN LEAVE THE PERSON TOTALLY IMMOBILE, AND THEREFORE,

a. Dependent on the police or correctional officer for such things as movement, personal hygiene, etc.

HOWEVER, THERE HAVE BEEN INCIDENTS OF CANES AND CRUTCHES BEING USED AS WEAPONS AGAINST ARRESTING OFFICERS.

THIS SCENARIO IS VERY SIMILAR TO THE ONE INVOLVING THE DEAF PERSON REACHING FOR HIS OR HER WRITING PAD, PRESENTING A

b. Choice between the personal safety of the officer, and preserving the dignity of the person who is disabled.

THERE IS NO EASY ANSWER FOR THIS SITUATION, OR FOR ANY OTHER INVOLVING A PERSON WHO IS DISABLED. YOU CAN ONLY APPLY WHAT YOU HAVE LEARNED TODAY, AND EXERCISE JUDGEMENT AND RESPECT.

FEDERAL REQUIREMENTS

Section 504 of the Rehabilitation Act of 1973, U.S.C. 79, provides that "...no otherwise qualified handicapped individual in the United States...shall solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

The majority of police departments in the United States receive assistance from one or more Federal agencies, and are consequently subject to the requirements of Section 504.

The implication of the Section 504 regulations for the law enforcement community are twofold:

1. Police departments with 15 or more employees are responsible for providing an accessible environment for handicapped individuals, if conditions impair or exclude such persons from the services of the department. Wheelchair ramps, qualified interpreters, or special telephones for the hearing impaired are examples of the auxiliary aids a police department might utilize in order to create an accessible environment.

2. Furthermore, since Section 504 was designed to protect the civil rights of disabled persons, it follows that police officers must be aware of the special needs of this population. Therefore, appropriate training for police officers regarding this issue would assure equal consideration under the law for handicapped citizens.

AUDIO-VISUAL REFERENCES

HEARING IMPAIRMENT

"The Silent Siren." Produced by the National Technical Institute for the Deaf, Rochester, New York. Available through the Illinois Secretary of State's Senior Citizens and Human Resources Department, Springfield, Illinois.

VISUAL IMPAIRMENT

"What to do When You Meet a Blind Person." Produced by the American Foundation for the Blind, New York, New York. Available through Phoenix Films, New York, New York.

MENTAL RETARDATION

"A Intro to Mental Retardation." Available through Southern Illinois University Rehabilitation Center, 801 North Rutledge, Springfield, Illinois.

"A Little Slow." Available through Illinois Technical Assistance Project, Lincoln Developmental Center, 861 South State Street, Lincoln, Illinois.

MOBILITY IMPAIRMENT

"A Different Approach." Produced by the Bay City Mayor's Committee on the Handicapped, San Francisco, California. Available through the Association for Retarded Citizens - Illinois, Chicago, Illinois.

"I'm Not What You See." Available through Filmakers Library, 133 East 58th Street, New York, New York.

"Roll A Mile In My Chair." Available through the Georgia DD Council, 878 Peachtree Street, NE, 6th Floor, Atlanta, Georgia.

GENERAL

"The Handicapped." Available through Commonwealth Productions, 21 Ellery Street, Cambridge, Massacheusetts.

"Hold-Up." Available through Rehabilitation International, USA, 1123 Broadway, New York, New York.

"The Key is Understanding." Available through The Stanfield House, P.O. Box 3208, Santa Monica, California.

"Tell Them I'm a Mermaid." Available through the Texas DD Council, 118 East Riverside Drive, Austin, Texas.

BIBLIOGRAPHY

These lesson outlines have been prepared in order to provide a comprehensive training program and resource for police officers.

Some material contained herein has been extracted from the following acknowledged publications and is not always intended to represent independent writing by the Illinois Secretary of State's Office or the Governor's Planning Council on Developmental Disabilities.

EMS and the Hearing Impaired: Overcoming the Barrier. U.S. Department of Health and Human Services, Washington, D.C. 1981.

"Facts About Visual Impairment." American Foundation for the Blind, New York.

Gustason, Gerilee, Donna Psetzinz, and Esther Zawolkow, Signing Exact English, Modern Science Press, Silver Spring Maryland, 1975

Holcomb, Dr. Roy. The Hazard of Deafness. Joyce Media, Inc. Northridge, CA, 1977.

"How Does a Blind Person Get Around?" American Foundation for the Blind, New York.

Jacobs, Leo A Deaf Adult Speaks Out. Gallaudet College Press, Washington, D.C., 1980.

Jernigan, Kenneth. "Blindness-Concepts and Misconceptions." National Federation of the Blind, Baltimore, Maryland.

Law Enforcement and Handicapped Persons: An Instructors Training and Reference Manual. National Institute on Mental Retardation, Toronto, Canada, 1975.

"Law Enforcement and the Handicapped." Chicago Police Department, Chicago, Illinois.

Martin, Charles, Prudence Shaw, and Nancy Krafcik. "Understanding Your Hearing Impaired Client." Illinois Department of Rehabilitation Services, Springfield, Illinois, 1984.

Namir, Lila, and I.M. Schlessinger. Sign Language of the Deaf. Academic Press, New York, 1978.

Norley, Dolores. "Material for Police Training in Recognizing and Handling Retarded Citizens." National Association of Retarded Citizens, Arlington, Texas.

"Orientation to Deafness." Rochester Police Department, Rochester, New York, 1980.

Per-Lee, Myra. Victim Justice for Disabled Persons: A Resource Manual. Gallaudet College Press, Washington, D.C., 1980.

Wood, H.V. "Retarded Person in the Criminal Justice System." American Correctional Association, College Park, Maryland, 1976.

For additional information contact:

Office of the Secretary of State

Senior Citizens and
Human Resources Department
2701 S. Dirksen Parkway, Room 106
Springfield, Illinois 62723

(217) 782-8893

or

In Illinois only:
(800) 252-2904
Voice or TDD

LAW ENFORCEMENT AND THE DISABLED
STUDY GUIDE

I. Hearing Impaired

A. Introduction

Deafness is a complex and often technical disability. The reaction of a deaf individual to you as a police officer, and to society in general, is based on such factors as audiological capacity, educational background, and communication philosophy.

B. Deaf People are People

The personalities of deaf people are as unique as the mainstream of society.

1. _____

_____

The common bond among deaf people is their hearing disability.

2. _____

_____

The real handicap of deafness is being cut off from the normal means of acquiring and transmitting language.

3. _____

_____

Most deaf people have been able to cope with this "communication loss" by using such auxiliary means of communication as:

4. _____

5. _____

6. _____

7. _____

There are two dimensions of the hearing impairment itself that influences the use of these communication modes: the age at which the person became hearing impaired and the severity of the impairment.

8. _____

_____

This refers to the segment of the deaf population that were born deaf, or became deaf in early childhood. Persons who fall into this category use sign language as their primary means of communication.

9._____

Persons who are members of this group have become hearing impaired later in life, after they have mastered the English language.

It is impossible to generalize the type of communication used by these persons. Many will not know sign language, and many will have comprehensible speech.

Every hearing impaired person copes with his or her communication loss in a different way.

10._____

_____

C. Culture and Communication

Deaf people are unusual as a disability group in that among themselves they are not disabled. This encourages the formation of a:

1._____

_____

The deaf community is like any other minority group that is held together by common experiences and language.

2._____

_____

ASL is the native language of the pre-lingual and early onset deaf. American Sign Language has its own grammar and vocabulary and is a completely visual language.

3._____

Because ASL has its own syntax, the written English of deaf people often appears to be awkward. The following are examples of how a deaf driver might explain an accident to you.

> "Deer die on walking road. Driving wife tired for lay down. Driving for much rain in darkness. Crash of deer to stop hard fail. Where wife of backseat."

Although you probably have some idea of what the man is trying to say, the details of the accident are very confusing when presented this way. You will just have to work patiently until you understand.

In the next passage, the grammar is also unconventional, but the meaning should be more clear.

> "Me drive. Wife sleep backseat. Dark rain hard. Me see deer. No stop. Finish hit. Deer finished dead."

4._____

_____

American Sign Language is considered to be the primary language of the deaf community. However, it is not used exclusively.

5._____

6._____

7._____

Fingerspelling and signed english are often used in conjunction with ASL, while oralism involves a very different approach to communication. If you encounter an "oral" individual, do not be fooled into believing that he or she can understand everything you are saying. Even deaf individuals who are trained in the oral method can comprehend only about 30% of what is said.

D. "The Silent Siren"

E. Police Situations

1. Victim of a Crime

Decide on the method of communication immediately.

a._____

Lip reading is the least reliable of the three communication methods.

b._____

Writing notes is often an effective means of communication, but will require patience on your part.

c._____

Sign language is the preferred method of communication. Secure an interpreter whenever possible. The dispatcher should have a list of interpreters available in your area. Having an interpreter will usually ease the communication process that is compounded by the person being deaf.

2. Witness

Deaf persons may observe more than a hearing person observing the same event.

a._____

_____

_____

It is a law that deaf persons be provided with an interpreter for courtroom proceedings.

b._____

_____

3. Motor Vehicle Accident

The following are a few clues that might alert you to the fact that a person involved in the accident has a hearing impairment.

a._____

_____

b._____

_____

_____

c._____

_____

Deaf people have observed that police tend, or seem, to exclude them from the conversation at accident scenes.

d._____

_____

e._____

_____

f._____

Make sure that the deaf person is aware of important parts of the conversation, and instruct him or her on the required follow up procedures.

4. Traffic Checks

a._____

_____

Not every deaf person is aware of the police officer's position, but the police officer must be aware of the deaf person's.

b._____

_____

In the case of a suspected DWI/DUI, use alternatives to the curb or straight line tests.

5. Rights of a Deaf Suspect

When dealing with a deaf suspect be very careful of unintentionally violating his or her civil rights.

a._____

_____

A hearing impaired individual who prefers sign language has a <u>legal</u> right to a professional interpreter.

b._____

_____

c. _____

_____

The Miranda warning is written at an 8th grade level, a level many deaf people do not achieve.

d. _____

_____

e. _____

_____

_____

f. _____

_____

_____

Over 300 police departments in Illinois had TDDs, including every county sheriff's department and state police station.

II. Visually Impaired

A. Introduction

Blind people are perhaps the most patronized members of society. This comes mostly from the historical misconception of the blind as inferior and helpless, an attitude which has acted as a barrier in understanding the nature of blindness and what a blind person can accomplish.

B. Characteristics of the Visually Impaired

There is no such thing as a sterotypical blind person.

1. _____

In fact, 80% have some remaining vision. The degree to which this vision may affect mobility depends on the person.

2. _____

_____

_____

3. _____

_____

_____

Naturally, the use of other senses becomes intensified, but this is a result of a blind person's need to adapt to the environment, not because of some biologic "super-hearing" or "super-smell."

Unlike most disabilities, age is a significant contributing factor to the incidence of blindness.

4. _____

_____

5. _____

_____

_____

6. _____

C. The Real Handicaps of Blindness

People see blindness as a handicap of vision. It is not that simple. In fact, the real handicaps of blindness are:

1. _____

2. _____

_____

Mobility is a daily issue in the lives of the blind.

3. _____

_____

There are two primary ways for a blind person to achieve independent mobility: the guide dog and the long, or "white" cane.

4. _____

A visually impaired person who uses a guide dog is always totally blind.

5. _____

The long cane is the more commonly used mobility tool. Orientation and mobility training are required in order to acquaint the person who is visually impaired with the capabilities of the long cane.

The following excerpt from "How Does a Blind Person Get Around?" is an example of what a blind person is likely to encounter while walking down the street.

> On the sidewalk a blind person may use the sounds of parallel traffic to judge his distance from the street. As he walks he can determine whether he is on an asphalt or concrete sidewalk by the type and texture of the sounds made by his shoes and cane and the pressure on the soles of his feet. He hears the sounds of traffic and the direction in which it is moving, the noises of machinery, the sounds of people walking in and out of shops. Landmarks may be the smell of hamburger from the restaurant's exhaust fan or the stench from the uncovered garbage cans that stand uncollected. The sun's radiation helps him orient himself in terms of direction. The abrupt absence of the sun's heat may indicate a marquee or a canopy overhead. A drop in temperature to the side may indicate an alley between buildings.

As he approaches a corner he hears perpendicular as well as parallel traffic and, by sensing a change in sound and wind, notes that he has passed the end of a row of buildings and is close to the corner. Sometimes he hears the nearby voices of other people waiting to cross the street, but he avoids taking his cues from the sounds of pedestrians because they might be jaywalking, which for him could be extremely dangerous. Instead, he stops, squares off, and listens for the parallel traffic to start and the perpendicular traffic to stop. When this happens, he steps down (looking straight ahead in order not to convey the impression that he can see and is watching the traffic) and crosses the street. At the other side he feels and hears his cane touch the curb, where he steps up and out of the street as soon as possible.

You may also want to be aware of what is known as the:

6._____

This law gives the right of way at an intersection to a blind person carrying a white cane.

In addition to their mobility problems, blind people are often confronted with a condescending attitude by the general public.

7._____

_____

_____

8._____

_____

9._____

_____

_____

The degree of success with which you are able to communicate with the visually impaired will depend on your attitude.

D. Police Situations

1. General Public Contacts

If you meet a blind person while on patrol, he or she may welcome some assistance.

a._____

_____

Identifying yourself is important. Contrary to popular belief, blind people do not always recognize your voice.

When assisting a visually impaired pedestrian, always:

b._____

_____

c._____

_____

d._____

_____

_____

If you are doing traffic duty in the middle of an intersection, your first thought may be to wave a blind person through with a hand signal. Realize that he or she does not see you.

e._____

_____

_____

2. Victim of a Crime

a._____

_____

b._____

_____

c._____

_____

If extreme fear persists, counseling should be recommended.

Also, a blind person may experience a disorientation to the environment after the crime.

d._____

_____

_____

3. Witness

Visually impaired persons can compensate for not seeing. They can rely on hearing, touch, and other senses to relate to their surroundings.

Blind people are likely to remember voices that they have heard before. If a voice is especially outstanding it will leave an auditory imprint. Voices and sounds can be analyzed and used for the following purposes.

a._____

b._____

c._____

d._____

e._____

_____

Certain things that sighted people identify by seeing can also be identified by texture, such as:

f._____

g._____

h._____

i._____

j._____

Get the maximum benefit from a blind witness by utilizing the four remaining senses.

Many blind people read through a system of raised dots known as braille. Here is an example of what Braille looks like:

P O L I C E

Of course real Braille would be raised above the page.

III. Mental Retardation

B. Introduction

Institutionalization is no longer the primary means of care for persons who are mentally retarded. Improved education and increased public acceptance now allow persons who are mentally retarded to stay in the community.

C. Levels of Retardation

Three general levels of retardation have been established. They are mild, moderate, and severe/profound. Remember, persons with mental retardation are not mentally ill.

1. Mildly Retarded Persons:

a._____

_____

b._____

_____

_____

2. Moderately Retarded Persons:

a._____

_____

b._____

_____

_____

3. Severely/Profoundly Retarded Persons:

a._____

_____

b._____

_____

_____

c._____

_____

_____

D. Police Situations

1. Victim of a Crime

Persons who are mentally retarded often make ideal victims because they exhibit poor judgement, and are easily taken advantage of.

a._____

_____

Similarly, a person who is mentally retarded may be unknowingly involved in a crime.

It is likely that the person,

b._____

_____

It may be up to you to explain what has happened, and why, in addition to securing the relevant information for your case.

2. Witness

Persons who are mentally retarded can serve as effective witnesses. However, extra patience may be required.

When questioned, a person with mental retardation, may respond in a way he or she thinks you would want, instead of communicating the factual information.

a._____

_____

_____

Also, it is important to remember that a person who is retarded may have,

b._____

c._____

Keep ideas and questions simple and avoid colloquialisms.

3. Offender

There are proportionally more persons who are mentally retarded in prisons and jails than in the general population.

If you encounter a suspect who is mentally retarded you should explore every possibility of:

a._____

_____

It has been found that many delinquent acts are due to their lack of social and behavioral insight.

b._____

_____

4. General Police Contacts

In all situations it is extremely important to proceed in the following manner when you encounter a person who is mentally retarded:

a._____

_____

b._____

_____

c._____

_____

_____

d._____

IV. Mobility Impairment

A. Introduction

Persons who have mobility impairments face two types of barriers in society: architectural and attitudinal.

Architectural barriers include stairways, doors that are too narrow for wheelchairs, curbs on sidewalks, and parking lots without designated handicapped spaces.

Attitudinal barriers are usually more subtle, but are easily recognized by persons with mobility impairments. Reactions of disgust, pity or discomfort are often expressed verbally and non-verbally by able-bodied persons.

B. Conditions Relating to Mobility Impairments

1. _____

Spinal cord injuries are a result of birth defects, diseases, accidents, or combat.

2. _____

Cerebral palsy may be caused by a birth defect, or a head injury that leads to damage of the brain and central nervous system.

Some effects of cerebral palsy are:

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

Be careful not to mistake a person with cerebral palsy for someone intoxicated or as a substance abuser.

3. _____

Muscular Dystrophy and Polio are two of the most common diseases associated with mobility impairments.

Other diseases that might cause a mobility impairment include multiple sclerosis and diabetes. Mobility impairments are also caused by stroke, arthritis, amputation, and kidney disorders.

4._____

Epilepsy does not comfortably fit into the category of mobility impairments. It is a condition generally applied to a number of disorders of the central nervous system. Persons with epilepsy take medication and should not be separated from their medication at any time.

The three types of seizures range in severity:

a._____

b._____

c._____

Some common symptoms of epilepsy are:

d._____

_____

e._____

_____

f._____

_____

g._____

_____

h._____

_____

i._____

_____

_____

j._____

_____

Try to find some form of medical identification.

Remember, you cannot stop a seizure. Follow these basic rules:

k._____

_____

l._____

_____

m._____

_____

n._____

_____

o._____

_____

p._____

_____

Because seizures result in temporary amnesia, persons with epilepsy may have difficulty in remembering details, or a sequence of events, when assisting you as a victim or witness.

5._____

Examples of possible multiple disabilities are:

a._____

_____

b._____

_____

c._____

_____

d._____

_____

e._____

_____

C. Implications of Mobility Impairments

Persons who are mobility impaired experience functional limitations affecting one or more of their limbs, and have trouble getting from one place to another without the use of certain equipment and devices designed to assist those movements.

Common assistive devices are:

1._____

2._____

3._____

4._____

D. Police Situations

In situations when you encounter a person who is disabled, it is important to remember the following factors:

1._____

_____

2._____

_____

3._____

_____

4. _____

_____

_____

1. Victim of a Crime

Most persons who are mobility impaired have accepted and adapted to their disability. However,

a. _____

_____

Since mobility impairments are visible handicaps, those who have been physically assaulted may,

b. _____

_____

2. Witness

A mobility impairment usually does not affect the ability to think, nor does it affect the sensory abilities.

A primary concern involving a witness who has a mobility impairment will be accessibility.

If it is necessary for the witness to come to the police station or to testify at the courthouse, try to determine if the building is accessible to the handicapped.

Be alert to the following:

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

A witness who has cerebral palsy may have difficulty speaking and being understood. This limited speech ability can be better understood by:

e._____

_____

_____

f._____

_____

_____

3. Motor Vehicle Accident/Traffic Check

Persons with mobility impairments are increasingly using automobiles to attain independence. In most cases, automobiles or vans are specially equipped with a series of hand controlled devices that permit the individual to drive.

These vehicles can often be identified by their handicapped license plates. In Illinois, handicapped plates are imprinted with the international symbol of access, the wheel chair symbol.

The handicapped license plate should immediately alert you to the possibility that a person may be:

a._____

_____

If a person with a mobility impairment is violating traffic laws, or is at fault in an accident:

b._____

_____

However, do not forget that the individual may have some special needs.

INSTRUCTORS ANSWER GUIDE

PRE TEST

ANSWER WITH TRUE OR FALSE

F 1. Children who are deaf are taught to read braille

T 2. Severe neglect can cause children who are born with normal intelligence to become mentally retarded

F 3. Persons who are blind tend to be more musical than sighted people

F 4. All specially equipped hand controlled vehicles have disabled license plates

T 5. Many persons who are mentally retarded marry and have families

T 6. Guide dogs are used by only 1% of the population that is blind

T 7. Deafness is primarily a handicap of communication and language

F 8. "Mentally ill" means the same thing as "mentally retarded"

T 9. People who are blind do not hear better than the rest of the population

F 10. A TDD is a special kind of hearing aid

F 11. "Mongolism" is the common term for retardation that is caused by Down's Syndrome

F 12. During an epileptic seizure, an object should always be forced between the teeth to prevent the person from biting his tongue

F 13. All persons who are deaf learn to lip read

F 14. Most people become blind as a result of birth defects, or in the formative years

T 15. People who are deaf are better drivers than hearing people

F 16. Because they require constant care and attention, persons who are mentally retarded are usually placed in institutions

F 17. "Look, see, read," etc. are unacceptable terms to be used when speaking to a person who is blind

F 18. All persons who are deaf use sign language

INSTRUCTORS ANSWER GUIDE

POST TEST

PART I MULTIPLE CHOICE - CHOOSE THE BEST ANSWER
Key: () Best Answer

1. One of the "real" handicaps of blindness is mobility. The other is:

   a. loss of vision
   (b.) negative public attitude
   c. reading

2. Persons with mobility impairments face two types of barriers in society, architectural and:

   a. industrial
   (b.) attitudinal
   c. medical

3. The percentage of speech that can be lip read is:

   (a.) 30%
   b. 60%
   c. 100%

4. The most common mobility tool used by persons who are visually impaired is:

   (a.) long cane
   b. guide dog
   c. sonar beeper

5. Most people who are mentally retarded fall into which of the following categories?

   a. severe
   b. profound
   (c.) mild to moderate

6. The intelligence of persons who are deaf is:

   a. below the general population
   b. above the general population
   (c.) same as the general population

7. Which of the following is not a cause of mobility impairments?

   a. diabetes
   (b.) epilepsy
   c. arthritis

Multiple Choice - Continued

8. The incidence of mental retardation among prison residents is:

   a. below the incidence of mental retardation in the general population
   b. same
   (c.) above

PART II True-False

F 1. American Sign Language is a code for English.

F 2. All persons who are visually impaired know how to read braille.

F 3. Persons with mental retardation must always live under some type of supervision.

F 4. All persons with mobility impairments use wheelchairs.

F 5. A friend or family member may be used as an interpreter for suspects who are deaf.

F 6. People who are blind hear better than the rest of the general population.

T 7. Exploitation by others often causes persons who are mentally retarded to be involved in criminal acts.

F 8. Assistive devices should always be taken from a person with a mobility impairment.

F 9. Persons who are deaf are trained to keep their hands on the steering wheel when stopped for a traffic check.

T 10. When assisting a pedestrian who is visually impaired always have he or she follow you.

F 11. Persons who are mentally retarded have an attention span that is too short for them to be effective witnesses.

T 12. Cerebral palsy can cause slurred speech and an unsteady gait.

PRE TEST

ANSWER WITH TRUE OR FALSE

1. Children who are deaf are taught to read braille

2. Severe neglect can cause children who are born with normal intelligence to become mentally retarded

3. Persons who are blind tend to be more musical than sighted people

4. All specially equipped hand controlled vehicles have disabled license plates

5. Many persons who are mentally retarded marry and have families

6. Guide dogs are used by only 1% of the population that is blind

7. Deafness is primarily a handicap of communication and language

8. "Mentally ill" means the same thing as "mentally retarded"

9. People who are blind do not hear better than the rest of the population

10. A TDD is a special kind of hearing aid

11. "Mongolism" is the common term for retardation that is caused by Down's Syndrome

12. During an epileptic seizure, an object should always be forced between the teeth to prevent the person from biting his tongue

13. All persons who are deaf learn to lip read

14. Most people become blind as a result of birth defects, or in the formative years

15. People who are deaf are better drivers than hearing people

16. Because they require constant care and attention, persons who are mentally retarded are usually placed in institutions

17. "Look, see, read," etc. are unacceptable terms to be used when speaking to a person who is blind

18. All persons who are deaf use sign language

POST - TEST

PART I MULTIPLE CHOICE - CHOOSE THE BEST ANSWER

1. One of the "real" handicaps of blindness is mobility. The other is:

   a. loss of vision
   b. negative public attitude
   c. reading

2. Persons with mobility impairments face two types of barriers in society, architectural and:

   a. industrial
   b. attitudinal
   c. medical

3. The percentage of speech that can be lip read is:

   a. 30%
   b. 60%
   c. 100%

4. The most common mobility tool used by persons who are visually impaired is:

   a. long cane
   b. guide dog
   c. sonar beeper

5. Most people who are mentally retarded fall into which of the following categories?

   a. severe
   b. profound
   c. mild to moderate

6. The intelligence of persons who are deaf is:

   a. below the general population
   b. above the general population
   c. same as the general population

7. Which of the following is not a cause of mobility impairments?

   a. diabetes
   b. epilepsy
   c. arthritis

Multiple Choice - Continued

8. The incidence of mental retardation among prison residents is:

   a. below the incident of mental retardation in the general population
   b. same
   c. above

PART II True-False

1. American Sign Language is a code for English.

2. All persons who are visually impaired know how to read braille.

3. Persons with mental retardation must always live under some type of supervision.

4. All persons with mobility impairments use wheelchairs.

5. A friend or family member may be used as an interpreter for suspects who are deaf.

6. People who are blind hear better than the rest of the general population.

7. Exploitation by others often causes persons who are mentally retarded to be involved in criminal acts.

8. Assistive devices should always be taken from a person with a mobility impairment.

9. Persons who are deaf are trained to keep their hands on the steering wheel when stopped for a traffic check.

10. When assisting a pedestrian who is visually impaired always have he or she follow you.

11. Persons who are mentally retarded have an attention span that is too short for them to be effective witnesses.

12. Cerebral palsy can cause slurred speech and an unsteady gait.

LAW ENFORCEMENT AND THE DISABLED
CURRICULUM EVALUATION

Please circle the response which best reflects your opinion.

I. Hearing Impaired

	Strongly Agree	Agree	Disagree	Strongly Disagree
A. The content of this section has increased my level of knowledge regarding persons who are hearing impaired.	4	3	2	1
B. The material was clear and concise providing sufficient information for this disability area.	4	3	2	1
C. The examples of typical situations a police officer may encounter provided a sound basis to generalize to daily experiences.	4	3	2	1
D. The film "Silent Siren" and the Sign Language Charts were helpful.	4	3	2	1

Comments: _____

_____

II. Visually Impaired

	Strongly Agree	Agree	Disagree	Strongly Disagree
A. The content of this section has increased my level of knowledge regarding persons who are visually impaired.	4	3	2	1
B. The material was clear and concise providing sufficient information for this disabil ity area.	4	3	2	1
C. The examples of typical situations a police officer may encounter provided a sound basis to generalize to daily experiences.	4	3	2	1

Comments: _____

_____

III. Mentally Retarded	Strongly Agree	Agree	Disagree	Strongly Disagree
A. The content of this section has increased my level of knowledge regarding persons who are mentally retarded.	4	3	2	1
B. The material was clear and concise providing sufficient information for this disability area.	4	3	2	1
C. The examples of typical situations a police officer may encounter provided a sound basis to generalize to daily experiences.	4	3	2	1
D. The Trivia Quiz provided an under standing of the frustrations encountered by persons who are mentally retarded.	4	3	2	1

Comments: _____

_____

IV. Mobility Impaired	Strongly Agree	Agree	Disagree	Strongly Disagree
A. The content of this section has increased my level of knowledge regarding persons who are mobility impaired.	4	3	2	1
B. The material was clear and concise providing sufficient information for this disability area.	4	3	2	1
C. The examples of typical situations a police officer may encounter provided a sound basis to generalize to daily experiences.	4	3	2	1

Comments: _____

_____